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AUTHOR Newman, Anabel P.
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ABSTRACT

The study described in this report had a threefold purpose: (1) to examine, over time, the development of young adults who, when in the first grade in a midwestern school system, were in the lower third of their classes; (2) to examine the effect of literacy on their educational attainment, occupational level, and achievement; and (3) to examine the part cultural and family experiences play in student growth and development. The five chapters of the report explain the background and need for the study; describe related research that showed that the intangible variables of model, motivation, interest, perseverance, and pressure played a large part in the development of the young people; outline the design and methodology of the study, which involved telephone interviews with the young adults and their parents; relate the findings and conclusions from the interviews; offer summaries; and make recommendations for learners with characteristics similar to those in the study--their interests, self-concepts, coping skills, values, character development, socialization, and thinking skills. Half of the volume consists of appendices. These include a research chronology, sample interview questionnaires, and student and parent interview tables. (HOD)

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Model, Motivation, Interest, Perseverance, and Pressure
As Aspects of
Background and Mental Environment**

**Anabel P. Newman
Indiana University**

January 1985

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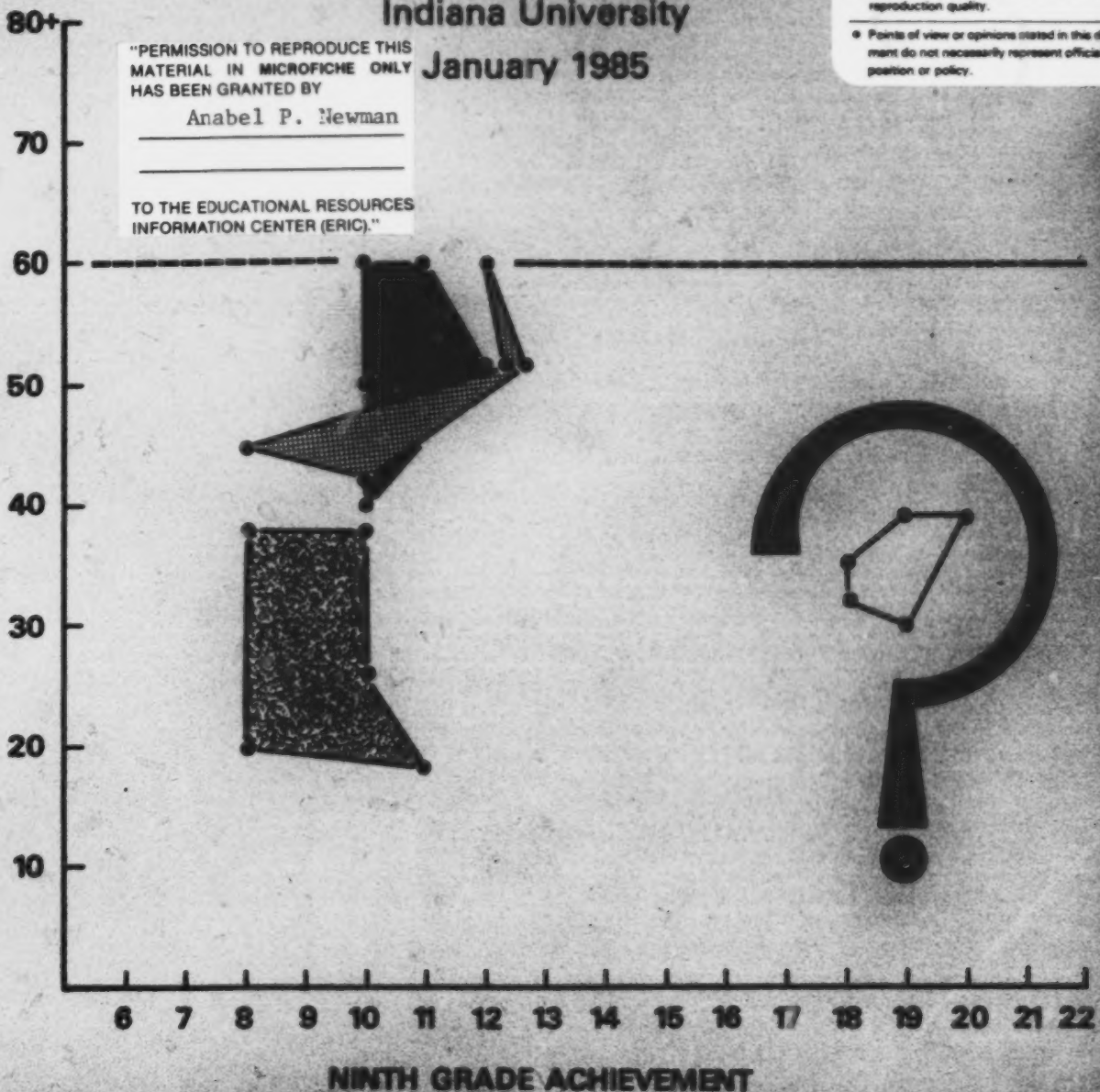
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June 1985

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Finally, I express heartfelt thanks to the parents and former Cedar Rapids students who made the study possible.

FOREWORD

Why would anyone want to stay with one study for 20 years! This possibility was not considered in 1964. But as time passed, I became caught up in the lives of these young people and eager to know what academic, intellectual, or social directions their experiences might take. So, twenty years later, I submit a nineteen-year study documenting the development of these 20 individuals who were originally part of 406 low-readiness children we (a team of highly-committed educators) worked with when they were in first and second grade in Cedar Rapids, Iowa.

There is no question that I come to this research with a distinct bias. My observations in three university reading clinics (University of Iowa, 1959-1961; State University of New York at Buffalo, 1966-71; Indiana University, 1974-85) have provided⁴ ample opportunities to observe what makes a difference in kids' lives. I believe strongly that intangible variable³ -- such as model, motivation, interest, perseverance, and pressure pursued in this study -- have a longer lasting influence on building readers than such ~~intangible~~² variables as teaching method, materials, socioeconomic status, or IQ -- significant and influential as these may be. This argument has its roots in twenty years of watching young people mature in a variety of circumstances.

I believe that unless parents and schools pay more attention to these so-called intangibles, they will continue to meet the hard wall of reader resistance and failure in young people.

When I left Cedar Rapids, Iowa, to work on an adult basic education project at the State University of New York at Buffalo I could not leave behind the data so painstakingly collected in the First and Second Grade Studies (1965, 1966). The experiences of those two years left me with an indelible bias: that we do children irreparable damage by giving them negative labels -- in this case, "low group." I feel privileged to have had the opportunity to become so biased.

The children in the Cedar Rapids Study never thought of themselves as low group. One of the lowest readiness children has before him now a promising career in law, having graduated from the Northwestern School of Law.

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Chapter One

BACKGROUND AND NEED FOR THE STUDY

Background

Twenty Lives: Nineteen Years Later, a longitudinal study using telephone interviews as the primary research tool, continues to assess the development of young people examined in the two earlier studies: Twenty Lives (1978), which used case-study methodology with person-to-person interviews, and Twenty Lives Revisited (1980), which also used interviews to develop richer contrastive case and group studies. In these studies the life experiences of the students, all categorized as low readiness when entering first grade (1964) were examined in the light of five intangible variable -- model, motivation, interest, perseverance, and pressure -- hypothesized by the investigator to be probable reading-performance determiners.

The possible significance of these intangible variables arose during the investigator's examination of the students' ninth-grade data. Pronounced differences in achievement appeared that could not always be explained by such obvious tangibles as teaching methods or materials (see Twenty Lives, pp. 1-14). Later, when researching Twenty Lives Revisited, the investigator wrote:

This investigator believes that certain intangible variables in an individual's experience can have greater influence than such conventionally accepted and frequently examined variables as teaching methods and materials. For example, the first grade study (Reid/Beltramo, 1965) that examined the reading experiences of a large number of low readiness first graders (some of whom were

later interviewed as subjects in this study), as well as all the First Grade Studies (Bond/Dykstra, 1967 a&b), suggest that teacher differences have greater effect on students than differences in materials or teaching methods. Also, this researcher's sixth grade study (Newman, 1971/72) showed that over a period of time the effects of methodology slip away and other variables intervene.

This study attempts to show that some of these elusive variables should be given equal time when considering the reading needs of low-readiness students -- or, indeed, any students (pp. 9-10).

In the 1980 study the major problem addressed was ". . . to check the impact of literacy on the occupations and schooling of twenty 1976 high school graduates . . . who were classified as low readiness in first grade. . . ." (p. 6). An additional concern was the role of intangible variables (such as the five examined in the study) as opposed to tangible variables (IQ, teaching methods, or materials) in the development of such young people (p. 9). It was found that the five variables (model, motivation, interest, perseverance, and pressure) appeared to correlate highly with achievement in the occupations and schooling of these individuals. Indeed, these variables correlated more highly with success than any single tangible variable including socioeconomic status.

Research Questions

This study expands the research of these earlier studies. The impact of literacy and the role of the five intangible variables on the young people is again examined. In addition, the study probes further into the background and mental environment of each family to see how these may have influenced the educational growth of their children.

Need for the Study

During the past several years dissatisfaction with the educational process in many schools has produced considerable public scrutiny of course and textbook content as well as a shift in curricular emphasis. More attention is now urged for basics, extra-curricular offerings have been curtailed, and competency testing as a graduation requirement has been established. In many schools this has brought about a return to the structured classroom procedures of the past.

While much of this reassessment of educational procedures is long overdue, we hope it will not produce teaching that settles on the acquisition of so-called basics at the expense of higher-level thinking -- thinking which is truly basic to our physical, intellectual, and spiritual survival. We are hurrying to add math, science and computer requirements to ailing high school curricula. But what about the other side of our natures? As fewer and fewer people are able to find jobs, will they have the creative resources that can help them forge fulfilling lives? How many of the lower third of our school population are currently provided with the music, art, dance, drama, reading, and writing that might assist them in developing creative resources? Such educational and cultural enrichment is needed to balance lives that may otherwise be barren of satisfactions, to say nothing of grace and joy. The study described here looks, over time, at young adults who, when in the first grade in a midwestern school system, were in the lower third of their classes. The study examines the effect of literacy on educational attainment and occupational level and achievement. More than this, however, the study looks at the part cultural and family experiences play in student growth and development

and suggests ways of building on these experiences. It is hoped that the findings of this study can help refocus our energies on new and productive curricular and cultural directions that will enhance the dignity and worth of all human beings, and lead to rewarding intellectual and cultural enrichment (as well as monetary gratification) -- even for those who appear "below the norm" on standardized achievement tests!

Chapter Two

RELATED RESEARCH

The research presented in Twenty Lives (1978) and Twenty Lives Revisited (1980) involving the same young people considered in this study showed that the intangible variables of model, motivation, interest, perseverance, and pressure -- as nurtured by the family, school, and a diversity of life experiences -- played a large part in the development of their personal characteristics including the probability for success or failure in school and occupations. In the 1978 study, "Related Research" (pp. 7-13) on these five variables covers literature prior to 1977; in the 1980 study, "Related Research" (pp. 11-29) includes the years 1978 to 1980. The material below updates this research. The reader is referred to these earlier studies for a broader overview of the literature on these topics.

Model

Various studies mention that the career choices and even the mental processes of many adults show the direct influence of specific models in their experience. Shapiro and Crowley (1982), for example, in studying data from the 1979 National Longitudinal Survey of Youth, found that "more highly educated parents are . . . likely to be role models for attaining higher-status occupations" (p. 41) and that the preferences of young women for a typical occupation were influenced by parental educational attainment and background economic status (p. 49). Cora Marett, a University of Wisconsin sociologist addressing

the lower achievements of females and minority-group students in mathematics and science, reported that the absence of role models in their experiences influenced the fact that they did not choose careers in these fields (Caldwell, 1983).

Further recognition of the significance of models in one's experience -- particularly when making career choices -- came during an interview with Paul Zindel, a well-known author of adolescent and young-adult literature. Zindel states:

. . . there's a phenomenon that goes on in writing, when you're a young kid, particularly. You find someone that you think is your mentor, is the person that's most influential to you. It usually is someone that you meet in person. In my life it was Edward Albee and Sloane Wilson and a few other famous people who came to Staten Island, and I was exposed to them. The phenomenon is rather strange because what you do is begin to talk to these people in reality and find out they are not anymore special. When you meet a person like that who is successful in a field--you realize, "I can do it, too." So the most important thing that can happen to a kid's life is to meet someone in an area of his interest who encourages him, who takes a few moments to show him that he's a human being, too--that there's a certain amount of work one has to do and a certain amount of training and, if you want that, then go for it. There is nothing like personal contact with someone successful in the field of your interest that can get you going. (Janeczko, 1979.)

In terms of mental processes, Grayson Wheatley of Purdue University presents a theory in a study of 38 high school students that differences between the mental processes of males and females occur because our society still expects and encourages boys and girls to think and perform differently (Bloomington, Ind., Herald-Telephone, 1979). In examining the study results, which compared right and left brain hemisphere activity for males and females as recorded on an electro-encephalogram, Wheatley theorized that

. . . part of the reason may be that boys are encouraged from an early age to do activities which develop spatial performance, such as playing with blocks and toys requiring large muscle activities . . . but girls tend to read earlier and there is more symbolic processing with them at an earlier age.

Obviously, the family can also be a strong modeling force. Darlene Hoffman (1976), in a case study that describes and analyzes the interaction and language processes transpiring between a child and her parents as they read and become acquainted with a new book over a ten-day period, records that

. . . she (the child) used parental explanations and her own linguistic capabilities to . . . comprehend the story. . . . She learned that not all language is spoken in the same manner as daily conversation. . . . She showed that both she and her parents did more in reading than say the words. . . . As she responded to the questions and explanations of her parents, she interacted with their unique linguistic understanding. The mutual interactions were both emotional and cognitive in nature, and their result was the development of greater language awareness and increased language skills.

A survey of 2,000 high school students conducted by the Encyclopedia Britannica Educational Corporation revealed that 55% of the students in the nation's high schools felt that at least one member of their families had greatly influenced their lives -- especially parents (Bloomington, Ind., Herald-Telephone, 1977). Walter Bratcher (1982) observed that specific family systems -- rules, limits to freedom, and stability -- are likely to significantly influence one's career choice" (p. 90).

The school, as well as the family can provide a setting in which modeling forces operate. Mitchell and McCollum (1983) show the impact of modeling in a description of how a failing school system was revitalized through a program that fosters positive attitudes and

behaviors. The teachers, principals, and parents worked to present positive role models for the children.

James A. Joseph (Vice President of the Cummins Engine Company, an ordained minister, and Undersecretary of the Interior in the Carter administration), when speaking at the annual meeting of the Association of American Colleges, deplored the absence of moral models for young people. He said (McQuaid, 1982):

. . . the greatest fault that I find with this great proliferation of courses in ethics and values is the overemphasis on introducing students to moral reasoning while there is not enough concern with moral commitment and setting moral examples.

A study by Ann Lavin, Director of the Capital Children's Museum in Washington, D.C. (Hexter, 1984), found that whether parents were book or magazine/newspaper readers did not seem to make much difference, as long as they read:

. . . of the 532 children aged eight to fifteen surveyed, 89% of those whose parents read books were book readers, as were 83% of those whose parents read only newspapers and magazines.

There has been growing concern the past several years about the role television plays as a modeling influence. William King (1982), in summarizing research, indicates that 98% of American homes contain television sets that are on for an average of 43 hours a week or approximately six hours a day (Atlantic City Press, 1978, quoting Gebner and Gross, 1976). The average high school freshman has spent over 15,000 hours watching television. However, nearly 50% of the nation's 17-year-olds watch less than an hour on school nights -- or not at all, while 35% watch one to three hours, 12% three to five hours, and 5% five hours or more (Walling, 1976; Feinberg, 1977). Kauchak (1978) concludes that television may be second only to the

family as a cultural determiner in today's society, and the Encyclopedia Britannica Educational Corporation study cited above supports Kauchak's conclusion. Van Dyck and Hannah (1981), in a family poll, found that when children were asked to name a famous person they would like to emulate, more responded with TV personalities than any other type -- as many of us did with movie idols in years gone by. George Comstock (1981) also came to the conclusion that many behavioral patterns in youth can be traced to TV viewing.

Motivation

Research shows that motivation is probably the most significant factor related to learning. Where school progress is concerned, educators have at times considered themselves the prime motivators in a child's academic endeavors. A growing body of research, however, points to the importance of family/school cooperation in the area of motivation.

In examining how parents might better serve as motivators for their children, Blake Keasey (c. 1979) identified recent research indicating that schools alone cannot adequately insure successful academic performance, while David Seeley (1984) goes further in predicting that current educational reform movements will end in disappointment unless the key ingredient of parent/school cooperation is nurtured. Herbert Walberg (1984), in reviewing literature on families, strongly supports this view as do Varenne, McDermott, and Goldman (Education Daily, 1984).

In studying contrasting family styles of dealing with homework, it was found that many good students view homework as a family activity. Effective families take advantage of informal learning situations. Less effective families often view homework as a disruption of family life. Of course, it is likely many family members do not know how to be helpful in this area. The authors conclude that

. . . schools should be trying to tap the educational power of the family, to draw out of the child more of what's learned at home (Education Daily, 1984).

Within the classroom, interpersonal relations between students and teachers as well as student involvement seem to motivate circumstances. A Stanford University research team (Reckinger, 1979), in a study of alternative schools, discovered that certain teacher traits tend to be effective in keeping young people in school. These teachers establish an atmosphere of comfort, calm, and trust conducive to successful learning. They exhibit patience, sensitivity, sincere interest, and humor. They do not take themselves too seriously, but allow students to assume responsibility in resolving conflicts and making decisions. David Yarrington (Jaffe, 1978) noted in his research an "affective domain" where teachers consider the students' feelings, attitudes, and interests, as being significant to facilitating learning to read.

It has been found that student involvement in decision making in school can cut down on violence and vandalism (Mouat, 1980) -- thus positive motivation can effect positive change.

Louis Banks of Harvard University states that sociologists are finding that American youth are moving away from the achievement of elemental needs (food and shelter) and are concerning themselves with such higher-order needs as social awareness and self-actualization. Unless educators attempt to meet these affective needs in children, appropriate classroom motivation may be thwarted (Nordell, 1977).

Interest

Although past and present research link interest to achievement, educators are sometimes cautious about trusting students to base choices too heavily on interest. Bjurstrom (1979) found, for example, that while educators feel interest to be significant in reading achievement, they are still cautious about allowing students too free a reign in choosing reading material. Earlier McLaughlin (1976) found, on interviewing high school English teachers and students, that student/teacher perceptions vary as to what is appropriate to read. Students tend to select material related to their interests; teachers tend to select books in order "to expose students to some of the better writers. . . ." These two views, however, need not be mutually exclusive.

Helen Lundblad (1979), a former state educational consultant, believes putting children's interests last is unfortunate. Teachers, she feels, should discover student needs and interests and then provide reading material suitable to meeting these needs and interests. In an Illinois study (Sevener, 1983) researchers attempting to determine factors related to achievement found that the most positive predictor

of achievement was the student's self-appraisal of performance. The authors concluded that educators, rather than being concerned with pumping money into programs, should focus on the academic value of courting and enriching student interests.

Studies of the influence of television viewing on student achievement are finding mixed results. Myers et al. (1983) report that

. . . television viewing time is negatively related to achievement for high school students, but has no effect on achievement in elementary school. The time spent watching television by high school students may conflict with time needed for homework, while for elementary students there may be no such conflict, or there may be offsetting positive and negative effects.

And in a study where 34% of a Cincinnati junior high class watched more than six hours of television a day, it was found that

. . . students who did give up television spent an average of 74 minutes per night on homework, compared with the mere 10 minutes per night on homework posted by the regular television watchers. (Education Week, 1984).

Heightened achievement might be inferred from such behavioral changes given research findings regarding time on task.

Although television is frequently maligned as an academic influence, there are positive aspects to this medium. Busch (1978) reported that 98% of the children involved in her study had read at least one book as a result of viewing particular programs. Larrick (1969) even suggests that television could serve as a bridge to reading if capitalized on in the classroom. In fact, it was found that students who enjoy reading about certain topics will also watch them on television. Neuman (1980) sees a symbiotic relationship between television viewing and reading in terms of supporting interests.

Perseverance

Perseverance, holding to a course of action, belief, or purpose in the face of difficulties, may be seen in students as the counterpart of the patience shown by outstanding teachers. An individual's apparent lack of this trait may stem from the nature of his or her aspirations or from an overriding onslaught of difficulties. Shapiro and Crowley (1982), in looking at data from 11,400 young people between the ages of 14 and 21, concluded that American youth on the whole have very high aspirations about employment. Some aspirations may change, become more realistic, as the youths mature. Frequently these youths develop an excessive desire for high-status, white-collar jobs. The authors also found a dramatic increase in the number of young females who expected to be employed when adults. There was evidence of a shift among females -- especially minority females -- toward higher and more significant employment aspirations.

With such high aspirations, why do many young people have difficulty realizing them? In the Illinois study cited earlier (Sevener, 1983), the researchers found "will to achieve" decisive in this regard. Corroborating this, Mitchell and McCallum (1983) stress that positive attitudes are essential in achieving academic goals. The authors state that after one community pursued the positive aspects of the educational setting, sagging morale and achievement in the local high school were raised dramatically. The football team, band, and choir won honors hitherto thought unattainable. Such positive attitudes are essential in maintaining the perseverance often needed for success.

Charles Garfield, a psychologist on the University of California Medical School faculty and director of that institution's Peak Performance Center, has for a number of years researched skills needed to realize one's aspirations. He found that those who reach success have the following characteristics (Gottschalk, 1983):

1. A commitment to a purpose (Newman's italics).
2. The ability to visualize important events before they occur.
3. The ability to take risks.
4. The ability to use time wisely for leisure and work.
5. The ability to relax mentally and physically.
6. The ability to cultivate friendships and family life.
7. Self-esteem.

Pressure

Spanier (1981) feels the nuclear family is in a state of decay. There are over a million divorces each year in America. Spanier notes that the impact of divorce is especially harmful to the children, fostering such problems as stress, promiscuity, drug abuse, suicidal tendencies, guilt, and economic hardship. The upbringing of children, even in an intact family, is often of secondary importance according to a 1978 Yankelovich poll. Fifty-one percent of the parents surveyed felt it was permissible to send children to day-care centers in order that the parents might have more leisure time. A document prepared by Van Dyck and Hannah (1981) presenting family profiles, contained statistics relating to pressure on youth. For example, 41% of the 13-to-19-year-olds have had sexual intercourse, and 80% of those claim to use no birth control measures. Nine out of ten children feel happy about their families, eight out of ten worry about them, with the majority of these worries centering on ongoing discord between

parents. Bronfenbrenner (1982), in an article concerning the family, states that although American society tends to be dominated by work and family, when these two areas conflict, the children pay the price.

Television also may play a role in causing negative pressure in some youths. Gebner and Gross (1976) found that those who watch prime-time TV more than four hours a day are inclined to think of the world as a dangerous place. Comstock (1981) found that the more TV violence viewed by children, the greater likelihood the viewer will show aggressive behavior.

Negative pressure, no matter what the source, tends to have the power to incapacitate and even destroy one's ability to function in life. Past assessment of the Cedar Rapids families under consideration in this study, however, suggest that positive pressure can be beneficial to student achievement in school and on career outcomes (Newman, 1978 and 1980). Parents who insisted that a less-than-enthusiastic child finish school were rewarded with a son who completed a degree in business (MF, G4).* In another family, positive pressure came from the close cooperation needed to develop and maintain a family business (BW, G4). In a third, the pressure of siblings and parents expecting a young son to measure up, while at the same time providing encouragement, became a powerful support in the young man's quest for a law degree (PH, G4).

In support of positive pressure, Earl Foell (1984) examined the phenomenon that

. . . Asians accounted for only about 1.5 percent of the American population in the last census. But Asians constitute nearly 4 1/2 times as large a portion of the total number of American scientists

* See footnote to Chart 1, p. 28, that explains the group-symbol designations.

who hold doctoral degrees. And they are more than 10 times as numerous on the roll of engineers, and 6.2 times as numerous among computer scientists. At the University of California, Berkeley, Asians constitute about one-fifth of the undergraduate student body--nearly four times their proportion in the California population.

Role models are credited with being partially explanatory:

Joseph Alsop, longtime columnist and China hand, . . . attributes the breakout from the walled horizons of Chinatowns in large part to the role model created by young Nobel Prize winners Chen Ning Yang and Tsun Dao Lee, physics laureates in 1957. Both were born in China. More recent inspiration comes from such computer whizzes as An Wang, superstar architect Ieoh Ming Pei, and a growing list of economists and investment headliners.

But a more important reason than the influence of role models in this "Asian scholastic upsurge," says Foell, is that they

invariably come from tight-knit families who value education, hard work to get it, and an unsentimental view of its key to career doors.

An earlier study by James Coleman, also mentioned by Foell, found higher test scores in math for Asians and showed them doing more homework, taking tougher courses, and being expected by their parents to go on to advanced-degrees (italics by Newman). Such expectancy was also evidenced by parents of achievers in this study.

Foell cites other groups in which unusual success stories are associated with close-knit families who ". . . unabashedly value education and the work ethic. . . ."

Another myth implies that the Asian-American student is a new genus (and genius) unknown anywhere else. But Overseas Chinese are succeeding in other countries as well. (Many of the superior Vietnamese students in American schools are, incidentally, ethnic Chinese.) And Parsees (ethnic Persians) have long since shown unusual talent in India; Indians have done so in part of East Africa; Jewish immigrants have done so in Europe, America, and Latin America; and Palestinians are beginning to do so in the Mideast and Latin America.

Foell cites also the unlikely common denominator identified some years ago of merit scholars: "Their families all sat down to dinner together every night." Such family togetherness implies a measure of stability and positive pressure on youth that needs further examination in order to determine its full effects.

The positive influence on children of a stable, orderly family life -- often achieved through the use of positive pressure, appreciation, and intelligent, loving guidance -- is underlined by findings of a husband/wife team of sociologists, Brigett and Peter Berger (Kidder, 1984b). They state that

. . . social order is impossible unless the conduct of individuals is predictable. In human beings, predictability of conduct depends on the development of a stable character and of reliable habits. Everything we know about social psychology indicates that both have their origins in family life.

Stable character and reliable habits -- two outcomes of order -- are not easily-dismissed attributes in an oftentimes unstable world.

Della Piana et al. (1968) in a review of research on parents and reading achievement, noted the significance of six influencing aspects of home environment on reading achievement:

1. Pressure by parents
2. Language model
3. Academic guidance
4. Activities of families
5. Intellectuality of home
6. Family work habits.

Current literature including related research continues to support the findings of earlier reviews such as Della Piana's in recognizing the importance of model, motivation, interest, perseverance, and positive pressure as determining aspects of background and mental environment, especially as they pertain to literacy and careers.

Chapter Three

PROCEDURES

Questions

As indicated in Chapter One, three major questions guide this study:

1. What has been the impact of literacy on the occupations and schooling of a selected group of young adults who were low readiness in the first grade?
2. What role did five variables (model, motivation, interest, perseverance, and pressure) play in the development of these young people?
3. What role has family background played in their development?

Design

This study continues the longitudinal research begun in 1964 and recorded in two studies (Twenty Lives, 1978, and Twenty Lives Revisited, 1980). The design of these studies follows a four-group, contrasted arrangement of twenty young adults (five to a group) as described in the 1978 study (see Appendices A and B for background on the sample selection procedure), with each group selected on the basis of ninth grade Iowa Tests of Educational Development scores to display as great a disparity from first grade prognosis as possible. The study focuses on individuals, on each of the four groups, or on the groups as a whole, as dictated by the need to clarify a complexity of human factors.

Methodology

The case-study methodology used in the author's earlier longitudinal studies (1978,* 1980) offers the data base for the present study. In this research the investigator looks more at group than individual findings on the assumption that group findings may provide insights from which generalizations could be drawn as to how family background and environment influence the variables of model, motivation, interest, perseverance, and pressure in the development of individual lives.

Questions of Certainty

Educational research strives to meet two basic research canons: validity -- to measure what is intended to be measured and not something else; and reliability -- to measure with a precision that will be consistent over time. The following discusses how these two canons were addressed in this study.

The Five Variables

The first step leading to the selection of the five variables was to consider findings from the sixth grade study (Newman, 1972) that methods and materials had only minimum impact in predicting reading achievement from first to sixth grade.

* Pages 103-107 in this work (Twenty Lives) describe the reasons for using the case-study methodology.

The second step was to examine the ninth grade data and findings that some students did not always follow first grade prognosis. Indeed, there were instances of dramatic variation from predicted scores.

The third step was to personally interview 71 out of a possible 135 students and 72 parents (not necessarily congruent with student interviewees) when the students were juniors or seniors in high school. In this process many interesting accounts of achievement were discovered among these low-readiness students.

Across the five or more intervening years during which the investigator considered and discussed with colleagues why one group of low-readiness students should perform so well at ninth grade while others did not, she continued to remember the challenge of Dr. Jeremy Finn (State University of New York at Buffalo) that we would not get at what made the difference between good and poor readers until we began to look at intangible variables such as model and motivation.

As she examined the results of the 11th/12th grade study (Juniors and Seniors, 1978), it became apparent that Dr. Finn's prediction was born out in the experiences of the interviewees. It was at this point that the investigator, as a result of examining student and parental responses, observed that -- in addition to model and motivation -- interest, perseverance, and positive pressure also seemed to determine reading achievement. Thus the selection of the five variables was complete.

Later, when attempting to assess the possible presence in student experience of the five variables -- recognizing their obvious overlap in influence, especially between motivation and interest -- definitions for each variable were referred to often as guides. The following lists these definitions together with examples from Twenty Lives (interview transcripts) that show the disparity in the variety of influences for each variable between those in Group 1 and those in Group 4.

Model. A person considered an example; one to be imitated or compared with.

G14: "Considers himself to have been influenced by his mother and an older brother and sister" (JB, p. 140). "Sees friends and teachers as being influential in his experience" (CQ, p. 142). "Negative peer models in high school; siblings dropped out of school; mother said she read to him and tried to answer questions: father often ill" (MK, p. 144). "Was not read to as a child; was influenced by older sister" (RC, p. 147). "If the gang's doing it" (KC, p. 149).

G47: "Other students and teacher helped a lot; admired top students; was read to regularly" (CW, pp. 185-6). "She was influenced by her friend, CW, another Group 4 member; she sees her mother as her best friend" (LC, p. 189). "Both parents were teachers; one teacher cited for teaching 'useful things in language arts'" (MF, p. 192). "Older brother was top-notch student; twin brother very studious, this was a positive influence; dad spent lots of time playing games with his children; was read to regularly; parents professionally trained; mother

highly articulate" (PH, p. 194). "Parents seen as models although mother expressed concern that she had not 'verbalized' enough and that this was perhaps hard on her children; peers also seen as strong models" (BW, p. 197).

Motivation. That which stimulates or provides incentive to action.

G1↓: "Mother praised his efforts a lot" (JB, p. 140). "Thinks of herself as inner-motivated" (CQ, p. 142). "Money!" (MD, p. 144). "'Mostly I see other people doing things'" (RC, p. 147). "'It had to be the teachers . . . their time and patience'" (KC, p. 149).

G4↑: "'I remember my friends and a favorite 2nd grade teacher who was so nice to me. I'd stay after school and help her with different chores. We kinda made friends'; religion in daily life, love greatest motivator" (CW, pp. 185-86). "No pay for grades; praise for good work; encouraged; manners, morals, love, and friendship important" (LC, pp. 188-9). "Praise and encouragement when results seen" (MF, p. 192). "'We wrote things; teacher (2nd grade) gave candy for best writing; a great teacher'" (PH, p. 194). "Satisfaction or doing well; 'just to be able to complete it, to finish it, and to do well'" (BW p. 197).

Interest. That which arouses curiosity, fascinates, holds the attention, causes involvement or elicits concern.

G1↓: "Likes to read if it's a good book" (JB, p. 140). "Wasn't interested in reading, more interested in dating, job, having good time" (CQ, p. 142). "Has low interest in reading; high school a drag; liked metal shop, language arts, American studies; disliked science and math" (MK, p. 144). "Likes year-round sports, basketball, open

gymnasium, camping" (RC, p. 147). "Likes horses, her dog, collecting old records, dancing, having good time, not interested in reading" (KC, p. 149).

G4†: "Likes music, played flute, sang in religious chorus, wanted to be a nurse, enjoys art and reading" (CW, p. 186). "Likes math, French, language arts, law, has always been studious" (LC, pp. 188-9). "Likes science, social studies; disliked auto- and wood-working courses" (MF, pp. 191-2). "Likes sports, children's books; medium interest in becoming a reader; most liked social studies, Spanish and science in school" (PH, pp. 193-4). "Likes writing, language arts, science, athletics, especially football and basketball, also boating, water and snow skiing, tennis and golf; always enjoyed reading" (BW, p. 196).

Perseverance. Holding to a course of action without giving way; endurance in pursuit of a desired end; ability to withstand difficulties or resistance; to be steadfast, persistent, tenacious.

G1†: "Has worked 6 to 8 years with paper route; persevered in math" (JB, p. 140). "Perseveres if mind is set on it; 'depends on what it is'" (CQ, p. 142). "Perseveres at some things" (MK, p. 144). "Perseverance depends on the interest; 'will persevere if she really likes the job'" (RC, p. 147). "'I can't put anything down; if I start a card game, there's no way I'm going to quit without finishing'" (KC, p. 150). "'If not interested in it, I won't stick with it'" (CR, p. 154).

G4†: "'Yes, I persevere; I'm sometimes alone in opinions'" (CW, p. 186). "'She did what she did, but she's not a book worm; perseveres in math, French, and language arts; likes the challenge of studying and succeeding in math'" (CL, p. 189). "'He persevered at pulling weeds in a bean field at his grandmother's during the summer; worked at a grocery store 15 hours a week'" (MF, p. 192). "'Has to study hard, puts in lots of time, lots of self discipline, wanted to be an achiever'" (BW, p. 196). "Completed law degree" (PH, see data in this study).

Pressure. A constraining influence on mind or will; an urgent claim or demand; a burdensome, distressing, or weighty condition; force as by overpowering influence or persuasion.

G1↓: "'She got going under pressure in 7th and 8th grades; I told the girls they must go full 12 years to school'" (CQ, p. 142). "Received low amounts of help from others" (MK, p. 144). "No special pressures" (RC, p. 147). "'I didn't go to 3rd grade at all; I felt like I was sick every day; I didn't want to go; I didn't like that class; I had Mrs. Brown; I was starting out writing left hand and she wanted me to change to right, and I didn't like that; I wanted to do it my way; so every day I'd get up and I didn't feel good!'" (How do you write now?) "'Right-handed; she switched me; she kept at you like you have to go up to the board and write; when you started left-handed, she'd change it to your right.'" (Are you ambidextrous now?) "'Not really well with my left, but I can use it if my right gets injured.'" "She sees herself as black sheep of family, accepts some guidance but no pressure" (KC, pp. 149-50).

G49: "'Had no push toward career direction; on the other hand, perhaps I pushed too much'" (CW, p. 186). "Little help given by the family with school work and reading; but was encouraged by mother to 'get it done'" (LC, p. 189). "'We exerted pressure when grades weren't good enough; we paid for grades; offered help, but didn't push; he liked kindergarten, but died from 1st through 5th grades.'" "Son sees mother as giving lots of criticism 'because she wanted me to do better'" (MF, p. 192). "Little pressure from parents; siblings perceive little pressure given by parents; mother thought son would pursue sports as a career" (PH, p. 194). "'Mother pushed; I think I'm what they call a late bloomer'; not so good in elementary; picked up in 7th and 8th grades" (BW, p. 197).

The process of measuring precisely such intangible variables as those pursued in this study is still in its infancy. Nevertheless, the steps followed in the preceding studies document precisely the precautions taken when arriving at generalizations regarding the five variables. In Twenty Lives (1978), for example, complete transcripts of each interview are included, and every step moving from initial interview to ultimate conclusion is available for examination. In the first-level analysis, student personal-interview data and parent telephone-interview data were categorized into four areas: cultural, physiological, psychological, and educational. The investigator then

identified responses that touched on model, motivation, interest, perseverance, or pressure (ibid., pp. 139-198). Faculty and student raters checking the reliability of these decisions (ibid., pp. 29-31, 72-75, 133-137) demonstrated high interrater reliability.

The Sample

The selection of the sample grew out of the desire to examine in detail the findings of the in-depth, personal interviews conducted by the investigator when the research students were juniors or seniors in high school.

In an effort to tease out the greatest contrasts occurring between the achievements of these 71 students and thus possibly identifying the key for such differences, the decision was made to develop case studies on twenty of the students whose ninth grade Iowa Tests of Educational Development scores were the farthest from what might have been predicted given their first grade readiness scores. This study, funded in part by a Spencer Grant, was the basis of Twenty Lives (1978). The selection process is described below.

For the purpose of the 1964-65 First Grade Study (Reid/Beltramo), all pupils receiving raw scores of 60 or below on the Metropolitan Readiness Tests (MRT) were designated low readiness by the Cedar Rapids schools. Within this low-readiness classification, 20 were chosen and divided into four five-member groups (see Chart 1) according to the following:

Group 1 : Those placed in this group fell in the upper range (40-60) on the MRT and were called "high" among the low ready. In ninth grade they scored below cohort mean on all Iowa Tests of Educational Development (ITED) subtests and were designated low achievers. Thus those in this group were among the highest of the low ready in first grade (av. 52 on the MRT) but low achievers in the ninth grade (av. 11 on ITED subtests).

Group 2 : By the same process those placed in this group were the lowest among the low ready in first grade (av. 28 on the MRT) and lowest as achievers in ninth grade (av. 9 on ITED subtests).

Group 3 : Those placed in this group were high among the low ready in first grade (av. 50 on the MRT) and high achievers in ninth grade (av. 10 on ITED subtests).

Group 4 : Those placed in this group were low among the low ready (av. 35 on the MRT) but highest as achievers in ninth grade (av. 19 on ITED subtests).

The academic characteristics of each group are reflected in the four symbols used throughout the text. Footnote 3 in Chart 1 explains these symbols.

Chart 1

Student scores and group averages on the Metropolitan Readiness Tests (MRT)¹ in first grade and the composite scores on the Iowa Tests of Educational Development (ITED) subtests² in ninth grade.

Group 1 (G1↓) ³			Group 3 (G3↗)		
Student	MRT	ITED	Student	MRT	ITED
Initial	Score	Score	Initial	Score	Score
JB	60	10	TH	60	12
CQ	60	11	DG	52	12
MK	52	12	VS	52	12
RC	50	10	SK	45	8
KC	40	10	JJ	43	10
Av. 52		Av. 11	Av. 50		Av. 10

Group 2 (G2↘)			Group 4 (G4↑)		
Student	MRT	ITED	Student	MRT	ITED
Initial	Score	Score	Initial	Score	Score
CR	38	8	CW	38	19
DF	38	10	LC	35	18
EL	26	10	MF	33	18
DU	20	8	PH	30	19
TC	18	11	BW	38	20
Av. 28		Av. 9	Av. 35		Av. 19

¹ Members of Groups 1 and 3 ranged between 40 and 60 on the MRT. Those in Groups 2 and 4 ranged between 1 and 39.

² The composite mean score of 15.1 is the cohort mean of all Cedar Rapids students (including those in this study) who took the ITED in the ninth grade. Although students in this study may have achieved above cohort mean (15.1) on some ITED subtest, their composite scores recorded here may be below this mean. Those in Groups 1 and 2 did not score at or above cohort mean on at least one ITED subtest. Those in Groups 3 and 4 did.

³ So that the character of each group is clear as it is mentioned throughout the text, the following symbols have been devised:
 Group 1 = G1↓ (went down from first grade potential to ninth grade achievement)
 Group 2 = G2↘ (stayed about the same)
 Group 3 = G3↗ (went up some)
 Group 4 = G4↑ (went up sharply)

Instruments

Personal interviews were held with both parents and children. It was felt this technique would allow a rapport to develop between interviewer and interviewee that might not occur with mailed interviews using a multiple-choice format -- unexpected byways of discussion could reveal information that would enrich the researcher's data base.

It was decided, however, that structured student and parent questionnaires should be used to guide the interviews. Two purposes were considered when developing the questions: (1) to extend the data gathered on the two earlier studies; and (2) to gather data relating to the basic research questions.

The investigator discussed with outstanding educational researchers, including Drs. Ralph Tyler and Paul Lohnes, the validity of the questions and solicited their thoughts as to additional questions. Similar discussions were held with colleagues and graduate students in reading and related fields.

During the period of data aggregation and analysis in the earlier (1978) study, Twenty Lives, a set of rating scales (Newman Analysis of Variables Influencing Reading, NAVIR) was developed that the investigator could use when analyzing transcripts to verify the presence of the five variables and establish agreement as to their definitions. Reading faculty and graduate students provided interrater verification of the investigator's variable analysis using the NAVIR scales in order to verify the presence of the variables and their validity, i.e., ascertain that in their judgment these variables met

the criteria of being well-grounded, sound, supportable, and contained premises from which logical conclusions might be derived. Description of this process and its outcomes are presented in detail in Twenty Lives, pp. 29-31, 72-75, and 133-137. The groundwork laid in this earlier research was of great help in assuring the validity of the current study.

A 35-item Student Questionnaire and a 10-item Parent Questionnaire were then prepared.

The Student Questionnaire considered schooling (Qs 1, 2a&b, 26, 33b), occupation and career choices (Qs 1, 2, 6, 33-35), literacy (Qs 23-25, 33c&d), employment and income (Qs 1 and 5), health (Q 7), self-concept (Qs 6, 34), interests and hobbies (Q 16), TV/movie viewing and reading habits (Qs 8-15, 17-27), and family background (Qs 3, 4, 22). Five questions (28-32) specifically addressed the influence of the five variables.

The Parent Questionnaire considered the degree of parental help given during the child's formative years (Q 4), the number of books and periodicals owned and read in the home (Qs 5-8), the parent's perception of the importance of reading in today's society (Q 9), and the parent's five-year expectations for the child (Q 10). Three questions (1-3) addressed the influence of the five variables: model, motivation, interest, perseverance, and pressure.

The Parent and Student Questionnaires (PQ/SQ) mention the five variables directly in some questions (PQ q2. SQ qs 28-32). In other questions, presence of variables in the responses was determined by

implication (PQ q4 -- model, pressure; q5 -- model, motivation, interest; q10 -- motivation, pressure, etc. SQ q1 -- interest; q2 -- motivation, etc.).

Pilot Studies and Training for Interviews

The investigator, while conducting research on the three major longitudinal studies (1978, 1980, 1983) met with general interest and willingness from students and parents. Pilot studies were conducted on the first two studies but not the third.

During the period of the interviews, the investigator and her assistant, Mrs. Hope Elkins, conferred frequently in order to insure that the intent of each interview response was understood. Sometimes a parent or student was telephoned again if clarification on a point was needed. At first the assistant watched the investigator conduct a few student telephone interviews. Then the assistant listened on an extension telephone. After this the assistant conducted the parent interviews on her own. Parent responses that seemed inconsistent in a significant way with student interviews (or vice versa) are discussed in Chapter 4.

In the previous studies (1978 and 1980) transcripts were typed of all interviews. Due to length of time and budget constraints, transcripts were not typed for the current study. However, the investigator has retained her notes on all telephone interviews with the now young adults which may be verified with the interviewees at any time. Notes from the parent interviews are summarized and included in Appendix E. No attempt was made to ask interviewees to read the study,

including their responses, due to the sensitive comparisons made between groups and individuals.

Data Collection

The following steps were taken in collecting data.

1. Study-participants located. The latter part of January, 1983, was spent locating and confirming addresses and telephone numbers of the participants in the earlier studies. Parent addresses and telephone numbers were found in back records and then crosschecked in the 1982-83 Cedar Rapids, Iowa, telephone directory. The directory was also used to find addresses for those students no longer living with their parents.

2. Letters sent. After addresses were confirmed, the twenty parents were sent letters (Appendix C) soliciting their participation in the proposed study. A brief description and purpose of the study and the 1978 study (Twenty Lives Revisited) were given. The parents were asked for two interviews: the first for establishing the whereabouts of their children (those who were subjects in the earlier studies), and the second a longer interview for discussing the development of their children--now grown to young adulthood (Appendix E).

These twenty young adults were sent the "Student Questionnaire" (Appendix D) and asked if they would be willing to look it over and then meet with the interviewer at some prearranged date and place. Since the names of most of the students could not be found in the telephone directory, the questionnaires were sent to the parents to be given to their children.

3. First parent interview. Originally it was planned to hold interviews in Cedar Rapids. Later, however, given time and budget constraints, it was decided to interview by telephone from Bloomington, Indiana. Most parents were called in February, their children's whereabouts established, and times scheduled for the second interview. In the first interview it was found that four students lived outside Iowa and two outside the country. They were sent the "Student Questionnaire." The parents for the most part were interested in the study and willing to be helpful.

4. Second parent interview. The second and more substantive parent interviews were conducted during the second half of February by Mrs. Hope Elkins, research assistant. The interviews were informal, though structured around the "Parent Questionnaire," which had not been sent to the parents. Most parents were relaxed and spoke freely about their children. However, one parent preferred not to be interviewed and another (the only father interviewed) hung up before the interview was completed. Frequently the responses were tentative at first ("I really don't know. . . ."), but with a little friendly urging the mothers would supply information of value to the study -- often concerning family background.

5. Student interviews. The students were interviewed by the principal investigator in the latter part of February and early March. These interviews were also informal and structured around the 35-item "Student Questionnaire" which the respondents had received. The two students living out of the country and an in-state student who could

not reply by telephone returned their responses by mail. All mailed interviews were received by the end of March.

6. Final letters. After all interviews were complete, letters were sent to the participants thanking them for their cooperation and interest.

Data Aggregation

After completing the interview questionnaires, data were aggregated so as to shed light on the research questions.

Tables were developed for each item on both questionnaires. Most tables are in two parts: (1) general category classifications and (2) comments. Questions asking for "yes" or "no" answers were easy to tabulate; those requiring judgments necessitated further elucidation. In these instances (as with other subjective material) categories were identified as they emerged across parent and student responses (see Appendices F and G for Student and Parent Interview Tables). This process of data reduction took several months.

Chapter Four

FINDINGS AND CONCLUSIONS

During the spring of 1983 twenty young adults (who were low-readiness first graders in 1964) were individually interviewed by telephone to determine what influences -- including cultural and family experiences -- may have determined their academic and occupational achievements. Supporting data were also gathered through telephone interviews with the parents (mostly mothers).

In this study (one of several in a nineteen-year longitudinal research of these and other low-readiness peers) it was found that, although these twenty were part of the same school system, they were, for a variety of reasons, differently affected by their schooling -- especially as to the direction of their careers and/or post-high school educational choices.

To discover the reasons for these differences, the findings from major areas are examined below: (1) responses and conclusions for the 35-item student questionnaire (Appendix F), (2) the responses to the 10-item parent questionnaire (Appendix G), (3) the comparison of selected parent/child responses, (4) student interview data aggregated by question, and (5) student interview data aggregated by group. (Generalizations are presented for each of the four groups comprising the sample as well as by certain topics that emerged through regrouping the data.)

Student Interviews

Responses to the questions asked during the 30 to 60 minute student interviews reveal insights as to the operation and interaction of the five variables (model, motivation, interest, perseverance, and pressure) in the educational, career, and character development of the young adults. In particular, the data show the influence families have on the intellectual growth of their children, how behavioral changes occur over time, and how success perceptions differ. See footnote 3 on Chart 1, p. 28, which designates the achievement direction for each group.

Findings and Conclusions

1. What have you done in the last four years?

As a Whole		By Group	
Jobs	80%	1.	Only one had formal training after h.s.
College	35%		
Voc. Ed.	30%		
Marriage	40%	2, 3, 4.	Over 50% of each group had formal training after h.s.
Travel	50%		
Armed Services	5%		

Conclusions. Most respondents have a stable commitment to work (84%) and marriage (40%), and over half have traveled.

2a. Did you have career plans or other specific goals when you graduated from high school? Specify.

Sixty-five percent of the respondents had specific goals when they graduated from high school. The distribution of those who had plans was as follows:

1) For job/careers	44%	4. For financial	6%
2) For education	38%	5. For other	6%
3) For family	6%		

Conclusions. A majority of the goal-oriented respondents had job- or education-related goals which suggests their awareness of the need to prepare for the future or to meet societal expectations.

- 2b. Since leaving high school, have your plans progressed as you intended? Explain.

The plans of the majority (55%) of the respondents did not progress as intended. The plans of twenty percent did. Twenty-five percent gave qualified responses to the question with all qualifications indicating original plans had gone forward with slight later changes.

Eighty percent of the G4 respondents had seen their plans progress as expected. By contrast, eighty percent of the G1s had not seen their's progress as expected.

The most significant changes in projected plans were due to plan alterations (37%), failure to meet goal expectations (19%), financial constraints (13%), and conflicting family roles (13%).

Conclusions. Achievers set goals early, work steadily toward these goals, and make modifications as needed in order to bring about a correspondence between their goals, needs, and unfolding interests.

3. What is your family situation now?

Eighty percent are living away from home. There are no G4s living at home. G1s have a total of six children, more than any other group.

Conclusions. G4s are more independent, if independence can be defined as living outside their parents' homes. Some of the G1s are more involved with parenting than respondents of other groups.

4. Have there been changes in your immediate family?

Proportionably more divorces were reported in G1 than in any other group. G3 and G4 reported more marriages and births than G1 and G2.

Conclusions. G1 families are less stable than G3 and G4 families.

5. If employed, what is your current income? Are you satisfied with your current income?

Current incomes ranged from no income to \$25,000, with the greatest range occurring in G1. G4 has two members earning in the highest category with the promise of the others raising their incomes as soon as they are out of school. Sixty-three percent of the respondents are satisfied with their current incomes. Groups 3 and 4 show the least satisfaction.

Conclusions. It is probably too soon to predict, although it is likely that G4 earnings will escalate once more of them join the work force.

6. In your present position do you feel secure, respected, fulfilled, successful, happy, and that you belong!

G1 and G4 reported stronger feelings of security, belonging, fulfillment, success, and happiness than did G2 and G3. G3 reported more evidence of respect as a group than did the others. G1 reported feeling happy and fulfilled more than did the other groups.

Conclusions. It is not surprising that a sense of fulfillment is low for all except those who have had little formal training beyond high school and probably are not expecting much more from life than they are currently receiving. What is interesting is that G1s are as high as they are in all categories. Of the four respondents who answered this question, three perceived themselves as much higher than average in each category. This satisfaction may be the result of limited expectations. It may also suggest a realistic assessment of their own abilities and gratitude for finding a niche that appears to match.

The G3 high score on "respect" is much more puzzling. Highest of any of the G3 scores, it may suggest that these two girls and three boys have accommodated themselves to circumstances so as to feel comfortable socially -- at least to the extent that they are respected by family, friends, and co-workers.

7. How has your health been?

All reported excellent (65%) or good (35%) health. G2s and G4s reported somewhat better health than G1s and G3s. In both instances elaborations were included by females who were struggling against unfamiliar (G1, RC) or unhappy (G4, CW) circumstances. The one young man in G1 (MK) who had reported Addison's disease earlier seemed to be in better health at the time of this interview.

Conclusions. These young people generally continue to evidence good health. In the case of the two elaborations, RC (G1) is struggling for independence in a male-dominated profession. Her illnesses have resulted from on-the-job accidents. CW (G4) is profoundly unhappy in her marriage. In each case these girls are imposing upon themselves severe handicaps. Time will tell whether the struggle to assert themselves will result in more harmony in each of their lives.

8. Where do you get your new or other news information?

While the majority of the respondents get their new or other news information from television, radio, newspaper, magazine, word of mouth, and observation, the categories radio (90%) and television (85%) were most heavily emphasized.

When looking at the various groups it is noteworthy that while G1s watch more television than any other group (see Tables 12b and 12c), they were slightly more apt to use observation than TV for obtaining new information. This may indicate that TV is more likely to serve as entertainment than intellectual stimulation for this group.

G1 also had the least members (2) using magazines for gaining new information, another indication that these people tend to rely on aural rather than printed media. G4s use magazines heavily for news--expected in view of their print orientation.

Conclusions. Respondents on the whole are interested in gaining new information and have developed strategies for doing so. Aural media rather than print seem to dominate their news gathering, with the exception of the newspaper which is widely read in all groups.

9. Do you read the newspaper regularly?

Seventy-five percent of the respondents read a local paper daily. Fifteen percent read a national newspaper regularly, and one (5%) reads an international daily newspaper--this reader currently lives in Australia (see Table 9). G4 members all read newspapers regularly.

Conclusions. Three-fourths of the respondents are interested enough in the world around them to read at least some portions of the local daily paper. One can conclude from this that reading plays an important part in their lives.

10. Which sections of the paper are your favorites?

All groups had some of the same favorites: news/politics (58%), sports (52%), editorials (52%), and want ads (52%). G4s were the greatest readers of editorials and G1 and G4 members read more of the sports sections than the other groups.

Conclusions. The G4 reading of editorials suggests that these young adults are thoughtfully preparing for a role in society in which opinions concern them. G1 and G4 interest in sports, along with other indicators, suggests, once again, the importance of outside interests.

11. How often do you attend movies?

Most respondents do not attend regularly (see Table 11). Only G1 and G2 have weekly attendees.

Conclusions. Movie going appears to have relatively low priority among the busier people.

12. What are your favorite TV shows?

Sit-coms (29%) and police-detective shows (24%) claimed the greatest number of votes from the respondents, with information programs (18%) as the third choice. Family shows (12%) and sports (12%) also claimed their share of interest. However, 41% of the respondents did not specify a favorite show (Table 12a). Among the favorite sit-coms, M.A.S.H. was mentioned at least once by someone in each group. Between groups, G2s specifically mentioned more shows than any other group and evidenced a greater range in viewing than the other groups. Only one of the G4 respondents mentioned any favorites.

Conclusions. The viewing habits of these young people do not appear to differ markedly from what might be expected for people of their backgrounds and age. There are some differences worth noting in Groups 2 and 4. Since over half the G2 respondents watch television regularly enough to have identified a favorite show or category of shows, it must be concluded that visual input is important for them and should be taken into account when planning curriculum.

12b. Describe a typical weekday viewing day or evening.

Weekday television viewing interests were broader for G1s, G2s, and G3s than for G4s (Table 12b). While G4s saw no particular pattern to their weekday viewing, their choices rested in the area of news and documentaries. Soap operas and informative programs were viewed by G1s, G2s, and G3s. TV movies were viewed by respondents in G2, G3, and G4. Police-detective, hospital drama, and science fiction programs were not selected for weekday viewing by any respondents.

Conclusions. It appears that television serves different functions in the experiences of the different groups. The G1s, G2s, and G3s seem to look to TV mainly as a source of entertainment, while the G4s use it for information as well as entertainment.

12c. Describe a typical weekend viewing day or evening.

Weekend viewers expressed an interest in sports and movies across all groups. Sit-coms, hospital drama, science fiction, and information programs were selected by only one respondent for weekend viewing.

Conclusions. If they had more free time on the weekends, the respondents might take advantage of TV programming.

13. Mark the two extremes which indicate the range of your TV viewing time: a) on weekdays; b) on weekends.

G1s and G2s report the broadest ranges of weekday viewing with one respondent in G1 (MK) reporting over ten hours of viewing each day and one in G2 (CR) reporting up to seven hours viewing per weekday. One respondent in G3 reported viewing three to four hours daily, and one in G4 said that he viewed as much as two hours on some days.

On weekends, one member of G1 and one of G3 each reported viewing ten or more hours per weekend. Averaging the upper number of viewing hours for each group means that G1 members view an average of 6.6 hours per weekend, G2 members--4.2, G3--4.6, and G4--2.4.

Conclusions. On the whole, respondents watch more television on weekends than during the week; however, there is still a significant difference in viewing time between the groups. Those who watch least (G4) spend their leisure pursuing other interests, a fact which again emphasizes the differences between their priorities and those of the other groups.

14. Do you prefer movies or television? Explain.

Fifty percent of the respondents indicated a preference for movies, twenty-five percent preferred television, twenty percent said their preference depended on what was showing, and five percent did not view either. Those who preferred movies did so because of continuous viewing, because they were more entertaining, more dramatic, less violent than TV, allowed for more concentration, provided something different, were exciting, and were long enough to develop a good story. Those who preferred TV did so because of sports, because they could watch cable TV without ads, or because TV was more educational than movies.

The twenty percent who said it depended, or that they liked both, made observations such as, "Movies help us get out of the house, but TV has a better selection."

G1s leaned more to movies (4 to 1). The other groups were split almost evenly between the choices.

Conclusions. This fifty percent preference for movies is interesting given the average number of hours spent in viewing television (see Question 13 responses). It suggests that given different circumstances (time, income, etc.) more of the respondents might attend movies more often.

15. Do you have Home Box Office (HBO)?

Sixty percent of the respondents did not have Home Box Office. One G1 member said his family had gotten rid of it because they watched too much. A G3 member said she enjoyed having it. Sixty percent of G2s and G3s have HBO. Only twenty percent of G1s and G4s do.

Conclusions. Home Box Office provides an interesting indicator. Although only a small percentage of G1s and G4s have HBO, the size of percentages may differ for the two groups for very different reasons--financial (G1s) versus intellectual (G4s) in which the G4s may simply not be interested or may have too much else to do.

16a. What are your current interests and hobbies?

Of the 36 categories mentioned at least once by some members of each group, an interest in being with friends was one category which at least some respondents from all groups mentioned (Table 16a). While respondents from G1 preferred cooking and being with friends more than other categories, respondents from G4 emphasized their enjoyment of outdoor games, education, handicrafts, reading, watching sports, being with friends, and physical fitness. G2 and G3 respondents prefer spending their time with friends as opposed to their interests and hobbies. Reading and education were almost exclusively preferred by G4 respondents. Those topics least favored by the groups were car races, mechanics, clubs, nature study, video games, electronics, civic organizations, indoor games, and photography--even though each of these categories was mentioned at least once by someone in order to be included in the list at all. Overall there were 42 interests mentioned by the members of G1, 38 for G2, 27 for G3, and 48 for G4.

Conclusions. Once again, members of Group 4 named more interests and hobbies than did the members of any other group. Positive correlation, if not causality, thus appears to exist between interest and intellectual achievement and job prospects if indeed we may conclude that G4s are the highest all-around achievers and have the best prospects for future success.

16b. What have you done with your hobbies and interest lately?

The purpose in including this question was to verify, through actual descriptions, the respondent's level of commitment to the interest or hobby mentioned. The responses ranged from such an intense commitment that the interest became a vocation (basketball, DU, G2), to a daily avocation (coaching and playing basketball PH, G4), to no current hobby due to complete involvement with a job (management training, BW, G4). One respondent (TC, G2) is continuing to develop her hobby (crafts) which she hopes will lead

to the opening of her own craft shop. Due to time constraints, some interviews did not include full exploration of the question at this point, particularly when the interviewee had already detailed interests and hobbies in Question 16a. For example, BW (G4) mentioned 22 interests and hobbies (Question 16a), but when asked what he had done with them lately he responded, "I've been completely devoted to my job." PH, on the other hand (also G4), presented quite a different picture of his use of leisure time. He indicated that his views of leisure use had changed so much that he now judged people by what they did after working hours as much as by what they did before 6:00 PM. In his own experience he was serving as coach and player for a pennant-winning university varsity basketball team. (Interviewer note: Many calls as early as 7:00 AM and as late as 11:00 PM did not find PH in his room. He later indicated that he was either in the library or at basketball practice.)

Conclusions. These last two examples (BW and PH, both G4s) suggest the wide variation which exists between even G4 students and their pursuit of interests outside of their job or school commitments. But examination of Qs 16a and 16b responses indicates the continuing strong role of interests in the development of the respondents. (See Newman, Twenty Lives, 1978, p. 95 and Newman, Twenty Lives Revisited, 1980, pp. 171-173 for a discussion of why and how interest should be more carefully integrated into school curricula, especially for low-readiness youngsters.)

17. Do you do much reading now? What sorts?

Although less than half of the respondents claimed to do much reading now (45%) some of the "non-readers" said that they did read the daily newspaper, want ads, or mysteries (G1 and G4) and nursing materials (G2).

Again, the contrast between the reading habits of the group members is striking. While respondents of all groups have access to reading materials, no one in G1 claims to do much reading now. Eighty percent of the G4 members, on the other hand, say that they do "a lot" of reading. The G2s (40%) also see themselves as doing "a lot" of reading and G3s (60%) responded that they do "much" reading currently) thus falling between these two outer groups. Although not reported in response to this question, the G4 members who are still in school also spend a considerable amount of time in school-related reading.

Conclusions. Responses to this question show the importance of helping students see that "significant" reading is not just found in textbooks and the like, but that there are many types of reading material that can give breadth and satisfaction to one's experience -- as well as be informative and useful. Also, the many purposes

for reading should be pointed out -- purposes an individual may choose at any time: for inspiration, relaxation, or learning to do something. Some in this study (not unlike others in a university setting) have learned to see purpose or personal interest as determinant in what they read. They have eschewed to a large extent the idea -- possibly laid upon them in youth -- as to "what they're 'sposed to read." Perhaps we educators could support this view that reading should be based on purpose and interest by discussing at some point why classics become classics, and help students discover their own classics for their own reasons. Understanding the special background and unique characteristics of each learner can assist greatly in this discovery process.

18. What have you read in the last year?

Table 18 shows that respondents in all groups have read magazines, hobby-related material, and training manuals in the last year. G4s reported a broader range of reading interests, outreading the other groups especially in novels, business and sports-related items, and religious materials. In terms of breadth of interests, G3s reported the next broadest range, then G2s and finally G1s. Groups 2, 3, and 4 read markedly more reference material than Group 1 respondents with one person in G3 and G4 each having recently purchased an encyclopedia. More G4s reported reading religious materials than did the members of any other group. One G4 member had recently trained herself to use her new word processor.

Conclusions. Once again the Group 4 members have provided evidence that their reading habits are firmly ingrained. Despite responses in Question 17, which reported little reading in G1 particularly, there does appear to be an almost unanimous commitment to magazine reading (see Question 18 results) in all groups. One comes away from an examination of these data with a strong conviction that there is reading--and then there is reading. Oftentimes even the most reluctant reader does more reading in the course of his or her day than realized.

19. How many books do you personally own now?

Eighty-five percent of the respondents said that they owned between one and one hundred books. One young woman (TC, G2) indicated that she had between one and two hundred, and one young man (BW, G4) had between two and three hundred. Another young woman (CR, G2) said that she and her husband had no books (Table 19).

Conclusions. Even as young adults, these former low-readiness readers are demonstrating that they value books enough to buy them.

20. Do you subscribe to any newspapers?

Sixty percent of the total group personally subscribe to a daily paper (one of these to a Sunday paper only, due to finances). This proportion (60% subscribe--40% do not) is the same for all four groups. A comparison of Table 20 (Do you subscribe to any newspapers?) and Table 9 (Do you read the newspaper regularly?), shows that four respondents (two in G4) read the newspaper regularly even though they are non-subscribers. One G3 member indicated that she didn't subscribe, but that she buys all the time.

Conclusions. Again, strong substantiation is given by eighty-five percent of the respondents that reading is a regular and meaningful part of their lives.

21. Do you subscribe to any magazines?

Seventy percent of all respondents subscribe to one or more magazines (Table 21), but between groups there are slight differences. In Groups 1 and 2, sixty percent of the members subscribe. In G3 and G4, eighty percent do so. Only G3s and G4s subscribe to news magazines. Some of the choices reflect the strong interests of the subscribers (EL, G2--electronics oriented; SK, G3--all hot rod magazines).

Conclusions. Subscriptions suggest that respondents turn to magazine reading for relaxation and information--especially in the areas of their interests.

22a. What kind of help was provided to you by your parents or other family members as you were growing up?

Ninety percent of the respondents reported that their parents had a good attitude toward school and education as evidenced by rewarding good work, providing a warm and loving atmosphere in which to work, discussing school progress with their children's teachers, and teaching a strong set of values. Group 4 respondents reported more involvement of parents and family than any other group and the help given by the G4 parents was seldom provided by parents of the other group members. For example, one G4 respondent mentioned that his mother typed papers for him on occasion. In general, the help given to G4 members included more kinds of help and involved more family members than that given to other group members.

Conclusions. There appears to be a positive relationship between family support of education and student achievement.

22b. What kind of help was provided to you by your parents or other family members as you were growing up?

In order to create the categories in Table 22b, the types of parent help in Table 22a were regrouped into larger categories reflecting direct involvement with school, those having a direct relationship to reading, those in which parents offered opportunities for growth in general, and finally, those directed toward moral and spiritual development.

It can be seen in Table 22b that G4s more than any other group received help in all of the broad categories, especially in the area of opportunities for growth.

G1s received the least help related to reading (55%) according to questions relating "to opportunity for growth" (58%) and "spiritual development" (40%).

A substantial percentage (70%) of the G1 members received opportunities for growth and spiritual development, though perhaps of a different sort from that provided the G4 respondents. G1 parents appear to take a more "practical" approach to their children's lives, while G4 parents are more concerned with the intellectual concerns of their children.

Conclusions. There appears to be a positive relationship between the emphasis on certain kinds of help and student achievement.

23. Do you belong to a book club?

Only one respondent (BW, G4) belonged to a book club and that was as part of his Rotary membership. Another commented that the clubs didn't offer books of interest to her and that her interests changed often (VS, G3). One Group 2 member (TC) said that she didn't like to have someone else choose her books for her (Table 23).

Conclusions. For whatever reasons, reading according to someone else's preconceived plan apparently does not appeal to the large majority of the respondents. This may once again reinforce the role played by interest in the reading selections of all four groups.

24a. Which of the following types of reading do you enjoy?

Fun and enjoyment was the most popular category of reading for all of the groups--ninety-five percent of the respondents indicated that they liked to read for pleasure. Readers in all groups (85%) also indicated that they liked to read to learn. All respondents in G3 said they liked to read in order to do something--a choice given by other group members as well. All respondents in G4 read for personal growth--some other group members also indicated such a reason. Reading for spiritual growth/inspiration showed the

greatest variance between groups (80% did in Group 4; only 20% in Group 1 did such reading).

Conclusions. Members of all groups read for pleasure, learning, and doing. G4 members distinguish themselves as different from the other groups by also reading for spiritual growth and inspiration. Such involvement suggests the significance to life of this added dimension.

- 24b. On a usual day, how many minutes would you estimate that you spend reading in the areas defined?

Again, the dichotomy between G4s and G1s appeared with forty percent of the G4s reading more than four hours per day and none of the G1 members more than an hour per day. Time spent in reading for the inner groups ranged from none to two hours for Group 2 and less than 30 minutes to between 120 and 149 minutes for Group 3. At least two group members (TC, G2 and BW, G4) responded positively to every type of reading mentioned (Table 24).

Conclusions. In a time when daily reading is declining for many, it is heartening to see at least portions of the young adult society identify pleasure, reading to learn, to do, and for personal growth as primary reasons for reading on a daily basis.

- 25a. From which of the following sources do you use information?

A substantial amount of reading to obtain specific information from a large variety of sources was reported. Table 25a shows that notes, letters, memos, telephone directories, catalogues, and dictionaries are used most by respondents in Groups 2, 3 and 4, while forms are used frequently by respondents in Groups 3 and 4. Computers have been valuable sources of information for Groups 2 and 4. Maps are frequently used by those in Groups 1, 2, and 3. Group 4 respondents generally tend to do more reading from these sources than the members of other groups.

Conclusions. Based on these findings, it appears that these respondents do more reading than they realize.

- 25b. Why did you use these sources?

Almost half (47%) of the reading to gain specific information was done in connection with a job. Other reasons emphasized for using sources named in Question 25 were home/personal business (35%) and interest/hobby (24%). Twelve percent of the respondents from G3 and G4 used the sources in connection with education, and only one person (CR, G2) used them during travel.

Conclusions. Information sources are used as information needs arise.

26. How do you feel now about your high school experience (satisfied (+), dissatisfied (-), ambivalent (x), unsure (??))?

The respondents evaluated four categories relating to the high school experience: academic progress, academic electives, social affairs, and extra-curricular activities. Except for social affairs, seventy-five percent or more of the respondents responded positively to the questions (Table 26)--especially as to their academic electives. Sixty-eight percent rated their social affairs as satisfactory. G4s were the most generally positive about their high school experience and G3s the least. All G3 members mentioned at least one major regret. From each group, one respondent mentioned wishing he or she had worked harder or that more had been demanded.

Conclusions. While generally satisfying to most of the respondents, high school left regrets for some. For these few, today's push for stiffer requirements to graduate from high school should be welcome.

27. If given a choice, which of these things would you rather do?

Although television viewing had a slight edge over radio, reading, and movies, the results were generally even--forty percent preferred watching TV, thirty-five percent preferred listening to the radio, thirty percent chose reading and a different thirty percent opted for attending a movie. (Percents do not add to 100 because of double or triple preferences for some.) G4s chose reading or movies over TV and radio. G2s preferred television and radio over reading and movies. No one in Group 1 chose to read.

Conclusions. Again, differences between the groups suggest that learners do have different receptive preferences which may best be reached through different media. These findings certainly have implications for differentiated instruction.

- 28a. Whom do you now perceive as your most important childhood model with regard to reading?

Parents served as models more often than did persons from any other category (mothers served as models for 26% of the respondents; fathers for 21%). Siblings, a teacher, a babysitter, and an employer were also mentioned as models.

Only one G1 member identified anyone as a childhood model, whereas all members of Group 4 perceived someone as a model for themselves. In Group 2, two respondents thought of one or both of their parents as models while in Group 3 fathers were perceived as models by two respondents. A famous basketball player was remembered as a model by the young man who is now a professional basketball player (DU, G2) and one girl in Group 3 (DG) named a high school teacher as a significant model in her experience.

Conclusions. Model appears to play a differentiating role between the group members.

28b. Who is your present model?

Though the majority (53%) did not perceive themselves as having a model now, those who did tended to find them among their immediate family (32%) and friends (11%). Models that were mentioned apart from these two categories were a babysitter (KC, G1) and a boss (DF, G2).

Of those stating they did not presently have a model, only one (LC) was a member of G4. This group also named at least twice as many models as any other group, and all of the models named were those with whom the respondent was likely to have close contact.

No G1 members named a mother or father as being a model--they named only non-family members as models. In Question 28a, it can be seen that this group did not include parents as childhood models either.

While G3s perceived themselves as having had childhood models (Question 28a), these people, for the most part, no longer seem to be conscious of modeling influences in their lives.

G2 and G3 had fewer instances of models than G4. In each group only two people were cited as models.

Conclusions. Achievers tend to perceive modeling influences as operating in their lives over time.

28c. Do you think you serve or have served as a model for anyone else in reading? Explain.

As was the case with Question 28b, the majority (68%) of the respondents do not see themselves serving as a model for anyone. Only three categories were mentioned as being served by the respondents: siblings (11%), children (11%), and friends (5%). Contrary to the general findings, the members of G4 see themselves as models for family and friends. The other groups stressed modeling for non-family members, while one response (EL, G2) fell

into the "other" category. No one in G2 saw him or herself as a model for anyone else.

Conclusions. These findings suggest that those who have had and recognize the role of a model in their own experience are more likely to in turn provide a model for others. Achievers in this study perceive themselves in both roles.

29a. What motivates you to read now?

Information (37%), education (26%), relaxation/enjoyment (22%), and self-realization (31%) were cited as the most motivating factors for the respondents, with job/career (11%) and curiosity (11%) figuring next highest. Five percent of the respondents gave interest or boredom as a motivator for reading.

Curiously, some of the respondents who appear to be the most highly motivated by interest (for example, G2, EL; G4, BW) did not mention interest as a prime motivator for current reading although it obviously figures in their decisions.

Conclusions. Responses to the question, "What motivates you to read now?" appear generally to identify a prime motivator. In order to establish a truer picture of the real reasons for reading throughout the respondents' experiences it would be necessary to observe them closely over a period of time, hypothesize why they are reading in each instance, and confirm the observer's hypotheses with them for each instance.

29b. Has your motivation for reading changed in the last two years?

A whopping seventy-four percent of the respondents indicated that their motivation for reading had changed in the last two years with forty-seven percent indicating that it had increased. (Five percent indicated decreased motivation; eleven percent said that their motivation became different; and a different eleven percent provided no qualification as to how it had changed.)

All of the Group 4 members indicated that their motivation had intensified, and they provided reasons which suggested that reading was providing more satisfaction in overcoming depression or doing research (CW, G4); that it was solidifying ability to get the background which would assist achievement of paralegal status (LC, G4); or that the motivation had changed as goals became more definite (PH, G4). Only one respondent (KC, G1) indicated that her motivation for reading had actually decreased because "...reading is hard. I don't understand a lot of words."

The responses to Question 29b also shed new light on the responses to Question 29a. For example, the responses of RC (G1), DF (G2), and EL (G2) all imply interest even though interest is not specifically mentioned in Question 29a.

Conclusions. These respondents do perceive the role of motivation in their reading. Some of them in G4 are finding or have found their own purposes (reasons) for reading. Thus they are beginning to see different functions for reading as opposed to seeing reading as unitary activity circumscribed by "the reading books."

30a. Have your reading interests changed in the last two years?

Over half of the respondents (53%) indicated that their reading interests had changed in the last two years and when those who qualified their responses were added, sixty-nine percent of the total recognized some change in reading interest. Group 2 members (80%) were aware of the most changes. Most changes in all groups suggested a maturing sense of reading: "I read newspapers more now, (JB, G1); "I read more toward home improvements now" (DF, G2); "I'm more interested in improving myself and my family life" (VS, G3); "I used to read only required...now I like true stuff like biographies" (JJ, G3); "I read law related and sports" (PH, G4).

Conclusions. Once again, these findings point up the immense significance of reading commitment following reading interests as well as reflecting developing maturity. They suggest that continuing education is taking place in these lives outside as well as inside formal school settings.

30b. Do you feel your personal interests affect your reading habits?

Again, the preponderance of responses was on the side of interest affecting reading habits--seventy-nine percent gave an unqualified yes; an additional fifteen percent said that sometimes or depending on feelings or interests; and only one respondent (5%) said that personal interests did not affect her reading habits.

Conclusions. Contrary to the findings in Question 29a, interest does appear to hold a significant key to maturing reading behavior.

31a. What does perseverance mean to you?

Although the question needs to be restated as "Do you know what perseverance means?" it is interesting to note that none of the Group 1 respondents even knew the meaning of the word, while all of the Group 4 members did. In Groups 2 and 3 forty percent knew the

meaning and sixty percent did not. One definition from Group 3 (VS) seemed significant, "A certain determination to succeed no matter what."

Responses of the parents were also examined to see how their answers compared with those of their children. (See "Some Parent/Student Responses" compared later in this section.)

Conclusions. Achievers are becoming more acquainted with the term "perseverance."

- 31b. In what tasks or situations have you persevered in the last two years?

When respondents did not know the meaning of the word, the investigator explained it. Given that all respondents now understood the question, the responses were as follows: All except one of the respondents identified one or more areas in which they had persevered in the last two years with "job and career" the most often mentioned. Learning/education, family marriage, domestic endeavors, religion, interests/hobbies, and "other" were also mentioned as commitments of significance.

Their accomplishments were often significant: "Getting back into playing competitive ball" (DU, G2) "I became a nurse" (DG, G2); "Math problems (calculus)--I sometimes spent one to two hours on one problem" (MF, G4); "My entire law school experience was hard work." (PH, G4).

Conclusions. In order to have gotten as far as they have on the educational and career ladders, these respondents have already learned that perseverance is dearly bought, but that it pays good dividends. Their responses suggest that they are willing to continue to pay the price.

- 31c. What would motivate you to persevere in the future?

Family and job/career were the two categories identified as being most likely to motivate the respondents in the future. Other motivators to perseverance included self-realization, material goods, happiness, marriage, interests, education, and religion--in that order.

Conclusions. Obviously the majority of the respondents know how to persevere even though they may not always know the meaning of the word. The levels of their accomplishments vary, but all (except one) recognize the fruits of staying with some task or situation. This may certainly be one of the major differences between those who have and those who have not succeeded.

For the most part, they are able to identify future motivators to perseverance. Close examination of reasons for possible future perseverance are generally closely linked to background of the respondent, to current situation, and to prospects for the future.

- 32a. What kinds of positive pressure have you been aware of in the past four years?

Again, family and job/career were most often mentioned--in this instance, as examples of positive pressure which was part of the respondent's experience in the past four years. The category "other" also had thirty-two percent of the responses--responses which ranged from "Teaching children in schools" (DU, G2) to "Bowling tournaments just for fun" (VS, G3) and "Having parents who are willing to stick with me no matter what" (CW, G4). Education, self-realization, religion, and marriage were also cited. Two respondents (RC, G1 and TH, G3) said they were not aware of any pressure in their experience.

Group 4 members cited the most (10) sources of positive pressure; Groups 1 and 2 the least (5).

Conclusions. Job/career and family pressures are certainly normal at this time in these young lives. The responses suggest a maturing awareness of how necessary and beneficial some kinds of positive pressure have been in their experience.

- 32b. What kinds of negative pressure have you been aware of in the last four years?

Family and job/career/business were mentioned most as sources of negative pressure, with domestic stress and financial constraints as the next most negatively pressuring items. Other categories mentioned at least once were marriage, education, time, moving, and daily stress. One respondent mentioned that the stress of having to keep a good front with her friends in the face of marital difficulties was a negative pressure. Three respondents indicated experiencing no negative pressures. Group 3 members mentioned more sources of negative pressure than any other group.

Conclusions. Respondents were aware of negative pressures, were able to differentiate between positive and negative pressures, and in many instances were specific in identifying what they perceived as a negative pressure. It is perhaps significant that G3s identified more sources of negative pressure than other groups. Only one member of that group (DG) has achieved the goal she originally set for herself. These Group 3 members were, of course, the higher readiness members of the first grade sample. Several continue to evidence discontent and frustration with their situation. They bear watching.

- 32c. Would you say that pressure has played a significant part in your life? Yes? No? Explain.

Sixty-eight percent of the respondents indicated that pressure has played a significant part in their lives. Only ten percent did not perceive pressure as playing such a role--and these respondents were both in Group 1. All of the Group 4 members felt that pressure had played a significant role in their experience; all of the Group 3 members either indicated a definite or qualified "yes." Sixty percent of the Group 2 members acknowledged the role of some aspect of pressure in their lives.

Conclusions. These findings, coupled with the findings reported in Questions 32a and 32b suggest that pressure--either positive or negative--has played an important role in the lives of these young people and is perhaps a necessary element in the achievement which has permitted them to accomplish as much as they have educationally and socially.

- 33a-1. Why did you decide to attend college? Go to work? Enter the armed forces?

Why did you attend college? Thirty-eight percent of the eight respondents indicated that they had attended college in order to pursue a career goal. Eight other reasons were given: 1) to get a degree; 2) to further education; 3) to study; 4) because parents attended; 5) because parents dictated; 6) to find one's self; 7) to expand horizons; 8) to meet people.

Again, the contrast between Group 4 and Group 1 is marked in that eighty percent of the G4s went to college and only one of the G1s did--to a junior college in order to complete a GED. Although sixty percent of the G3s started college, only twenty percent completed their programs.

Conclusions. Moving forward in some way seemed to strongly motivate almost all of those who attended college--either educationally or to discover more about themselves and the world. In only one case did a respondent (MF, G4) attend because his parents insisted that he should. "Mom and Dad told me I had to." And at this point he seems to have no regrets over this early pressure--even though it has taken him a long time to complete a degree.

- 33a-2. Why did you decide to go to work after high school?

By far the largest percentage of respondents (77%) worked after high school in order to earn money, whereas the next largest percentage (15%) said that their work involved the pursuit of an interest. Other reasons given were: disinterest in school, job satisfaction, low self-concept, getting out of the house, experience, and parental model. Some of those who worked had also attended school--their responses are entered in both Tables 33a and 33b.

Conclusions. The reasons for working are not dissimilar from those of the mainstream American society.

33a-3. Why did you decide to enter the armed services?

Only one respondent had actually enlisted in the armed services (JB, G1). His reasons for enlisting were multiple: he joined to earn money, to get an education, to travel, for experience, and because he was interested in other people. The other respondent who had any connection with the services was VS (G3) whose husband was in the military.

Conclusions. Although the data do not reflect it in this study, knowledge of JB's situation from previous studies suggests that the armed services appeared to be one of the few doors open to him. He appears to have used the time to his advantage in that he is now managing a small business and enjoying his role as husband and father.

33b-1. How did your college plans work out?

Eight of the twenty respondents (40%) completed some, if not all, of the work toward a college degree. Half of those who attended indicated that their plans had worked out as planned; the other half expressed some dissatisfaction with the outcomes, even though in some instances (DG, G2 and MF, G4) they either have or soon will receive a bachelor's degree. (DG has a degree in practical nursing and wants to go back to become a registered nurse.) One student's comments were representative of his outlook, "There are so many different areas to get involved with. It's a challenge to know what you want to do." More from G4 completed college than from any other group.

Conclusions. Only two of the respondents gave clear, unqualified, positive responses (DU, G2 and PH, G4). Their successful completion of college work culminates years of dedication to goals that were strong and clear in their minds for many years. DU had identified professional basketball and coaching as significant goals for himself even in high school (Twenty Lives, 1978, p. 44.) PH entered law school in 1980. Such career direction and

dedication undoubtedly served them well as they worked to achieve their objectives. Effective counseling and family support are obviously needed in order to achieve such efficient and satisfying conclusions to school endeavors.

33b-2. What did you learn about yourself as a result of academic training?

Of the eight responses, half of which were drawn from Group 4, growth in self-realization was cited by thirty-eight percent of the respondents as being a significant part of what they learned about themselves. Growth in human relationships, achievement of goals, and academic realization were also cited as areas of learning. The comments in response to this portion of the question were significant: "I found out that I could get along without Mom--but everyone needs friends to help" (DU, G2); "I had to figure out if my goals were mine or my father's" (DG, G3); "I didn't know how to study--my vocabulary was poor and I was a slow reader" (VS, G3); "I relate to people better now--I'm not as shy" (JJ, G3); "I've matured a lot" (CW, G4); "I've found that textbooks and real life don't always agree" (MF, G4); "I've found that when I work hard I'm satisfied and when I don't I'm not" (PH, G4); "It's scary to work as hard as you do and not know where you're headed, but I've succeeded and for that I'm grateful" (BW, G4).

Conclusions. Respondents from all groups seem interested in self-improvement, making a better life, asserting themselves as individuals, making a life of their own. Success, in varying forms, is viewed as attainable.

33b-3. If college attendee, were you required to do a lot of reading? Writing? Discuss.

Of those responding (N=9), the majority (89%) were required to do a lot of reading and writing while attending college. Only one respondent (11%, MD, G1) said that he was not required to do reading and writing in the courses he took at the local vocational college.

Conclusions. Despite what is often heard about collegiate demands, these midwestern respondents perceived reading and writing as significant parts of their collegiate experience. It would be interesting to compare their perceptions with those of a junior college in say, Huntington Beach, California.

33b-4. How much time did you spend in the library? Daily? Weekly?

Of those reporting, the average amount of time spent in the library for all groups was eleven and one half hours. Individual group averages were: G2s--five hours; G3s--twelve hours; and G4s--seventeen hours. G4s thus spent an impressive three times as

many hours in the library as did the G2s and an average of five hours more than G3 members. The one G1 member (MK) reporting in Question 33b-3 did not respond to this question. He probably did not use the library.

Conclusions. It would be tempting to conclude that the more hours one spends in the library, the higher one's achievement. Mere seclusion in the library certainly will not guarantee achievement. But it appears to be an interesting corollary, all the same.

33b-5. Did you have time to read for pleasure?

This question, which addresses the college experience, contains responses divided evenly (33% each) among the categories "yes," "no," and "qualified." The qualified responses indicated little time for pleasurable reading other than letters (VS, G3); newspapers and some weekend reading (MF, G4); and only before bed. (DU, G2).

Group 4 had the most members (2) who read for pleasure, and the only other positive response came from MK in G1, a respondent who attended the local vocational college where he was not required to do reading and writing and may thus have had more time for pleasurable reading. Group 3 had the most members who indicated no time to read for pleasure.

Conclusions. The responses seem to indicate that those embarking on any course of serious study in college take very little time for pleasure reading; however, the fact that fifty percent of the G4s did have time suggests that pleasure reading, like much else, is a matter of priorities.

33c-1. What type of reading do you do on your job?

Fourteen of the nineteen respondents indicated that they read on their jobs. Of these fourteen, seventy-nine percent reported reading directions, forty-three percent read technical manuals, forty-three percent read job-related journals, thirty-six percent read mail, and twenty-one percent read other material (diagrams, service bills, and patient journals). Group 4 members reported the most variety in on-the-job-reading.

Conclusions. It appears that reading in some form is an integral part of the working life of the majority of the respondents. Also, the majority are doing reading-to-do type reading. Thus for this sample of young America, reading is a continuing demand in their work performance. Also, the findings suggest that reading demands vary considerably depending upon the technical level of job performance. This certainly suggests that as the United States

enters a period of high tech dominance that the job potential of those who are not capable and efficient readers will be severely handicapped.

33c-2. How did you learn to do reading tasks on the job?

Seventy percent of the respondents indicated that through applying their previous training or experience they were able to handle any on-the-job reading tasks encountered. On-the-job experience provided background for forty percent of the respondents. Only one of the ten replies indicated that learning had resulted from the assistance of a fellow employee. All of the Group 1 respondents felt adequate to handle their on-the-job requirements given previous training or experience. The Group 3 members who are now employed in skilled or semi-skilled work indicated that they received their training on-the-job. Comments describing the type of work-related reading performed ranged from "That pertaining to being a waitress" (KC, G1) to "Reading to do with cases and briefs." (PH, G4)

Conclusions. Although the majority of this group of workers were able to perform required work-related reading tasks adequately without further training, their tasks, for the most part, could be considered at a fairly low level of sophistication, as illustrated by the comments above. As automation takes over such low-level jobs, reading demands will increase in each level of work.

33c-3. How did you learn to do written tasks on the job?

As with the reading tasks described above, respondents indicated that their previous training or experience was adequate to performing required written tasks (44% so described their learning of required tasks). Thirty-three percent said that on-the-job experience had provided the needed knowledge, twenty-two percent attributed their learning to fellow employees, and one young man (EL, G2) indicated that not much writing was needed in electronics.

Conclusions. See comments pertaining to reading above. Similar conclusions regarding writing might be made. The need to develop able communicators in writing will become even more acute as the overload of information made possible through computerization overtakes society. Also, in one area alone, that of writing clear, concise directions, it is abundantly clear that able writers are not only at a premium, they may be the very lifeblood of a society blessed or beset, depending upon one's point of view, with exponentially increasing technological capability.

- 34a. Do you feel your values reflect those your family held when you were growing up?

Over three-fourths of the responses were positive and eleven percent were qualified indicating that ninety percent of the respondents felt that their values were, in many respects, similar to those held by their families--especially in terms of morals and/or religion (47% cited similarity); the work ethic (37%); human relationships (32%); education (21%); self-realization or success (16%); family roles (11%); finances (11%); and other (16%) including "...happiness in what matters" (CR, G2), "...clean and healthy comes before money" (DU G2), "Having a good time without getting carried away." (CW, G4).

Table 34a details the comments of the other respondents.

Conclusions: Direct acknowledgment of values received is significant these days. Modeling is often the highest compliment one can pay another. These young people have, for the most part, acknowledged and modeled the values of their parents. How important that there be good models to emulate and productive values to cherish.

- 34b. Have you noticed a change in your values within the last two years? If so, why did they occur?

Almost half of the respondents (47%) said that they had noticed a change in their values recently. Another forty-seven percent said that they had not seen any change. One respondent gave a qualified response. For those who responded "yes," the changes had been noticed in the areas of human relationships (56%), religion and/or morals (33%), maturation (22%), self-realization (11%), and other (11%).

Values had changed the most for the Group 1 and 4 members; the least for Groups 2 and 3. All Group 4 members related some growing sense of maturity. Reasons for the changes are detailed in Table 34b.

Conclusions. The Group 4 members are making more visible progress toward goals than other group members. They also appear more able to assess their value changes than do others. The Group 4 members, given solid support from the home in a number of ways, now appear more capable of expressing mature psychological and social attitudes and values than other group members.

- 34c. Have your values affected your life in general and your reading habits in particular?

Eighty-nine percent of the respondents believe that their values have affected their lives in general and their reading habits in particular (69%). Only two respondents (KC, G1 and TH, G3) did not see any relationship between values and their lives. The general perceptions of the role of values included, "Values have given me stability." (VS, G3) "My values and my family's values have led to hard work. My values have changed somewhat in that they do not all lead to hard work now." (PH, G4)

All G4 members saw values as influential to life in general and reading in particular. Other groups saw values affecting their life in general; however, they were more cautious when assessing their impact upon reading. For example, only three people in each of Groups 1 and 2 responded to the reading portion of the question. Within these responses, two of the G1s felt that values had not affected their reading habits, and one in G2 felt this way. Forty percent of the G3 respondents did not see their reading habits as being affected by their values.

Conclusions. Goal setting appears important to most of these young people. Reflective of the times, they evidence concern over retaining jobs. But several are thinking more broadly about their values and goals. It will be interesting in five years to see who has achieved these goals and why they perceive the attainment as possible. Once again, G4 members stand out--this time for giving more emphasis to education than the other groups.

Parent Interviews

Parent telephone interviews, conducted informally and for about 45 minutes each, yielded significant data regarding the five variables. The first questions asked were open-ended: "What do you consider the most significant influences on your child's reading ability?" "What do you consider the influences on your child's success in general?" The next question was more specific: "Specify as to high or low significance the roles model, motivation, interest, perseverance, and pressure have played in your child's life?" It was felt that asking the questions in this order would produce more spontaneous expressions of parental views relating to the variables.

The findings show that a majority of parents felt model and interest had had the most positive influence on their children's reading ability. With general achievement, most parents considered model, motivation, and perseverance the main influences. The fact that most parents said they helped their children with homework, suggests they were -- consciously or unconsciously -- supporting these variables. Generally the parents see their children (now young adults) becoming productively involved with employment and careers.

Several parents feel reading is more important in today's society than heretofore. Many have books in their homes and subscribe to periodicals -- mainly reference books and women's magazines. The following presents the parent-telephone-interview findings and conclusions. The reader is again referred to footnote 3 on Chart 1, p. 28, which designates the achievement direction for each group.

Findings and Conclusions

Parent responses mentioning model, motivation, interest, perseverance, and pressure in Questions 36 and 37 came without prompting -- before being specifically mentioned in Question 38.

36. Over the years what do you feel were the most significant influences on your child's reading ability?

Parents indicated that interest (35%) was the most significant influence on their children's reading ability. Other influences cited were model (30%), educational experiences (35%), perseverance, and pressure (each 20%), self-realization, competition, and human relationships (each 5%). Only one parent (G2) failed to cite a significant influence. Six variables received at least 4 responses. Of these, G3 parents mentioned model, G1 interest, and G4 perseverance. It is gratifying that these parents cited "educational experiences" as at least the third most significant influence in their children's reading ability.

Conclusions. Interest followed by model, perseverance, and some aspects of positive pressure continue to play a significant role in the reading abilities of the children.

37. Over the years what do you feel were the most significant influences on your child's success in general?

Parents saw motivation (20%) followed by model, perseverance, personality, job/career, self-realization, family attitudes (each 15%), interest, pressure, upbringing (each 10%), and maturation (5%) as significant influences on their children's successes. One child's mother (EL, G2) did not answer the question directly. Another mother felt the church had been the most significant influence on her daughter's success (CW, G4). One category -- family attitudes -- received 3 responses, but from only one group (G4).

Conclusions. Most parents, in contrast to their responses to Question 36, felt motivation rather than interest the significant influence on their children's successes. G4 parents were the only ones to cite family attitudes as significant influences.

38. Specify the role you feel the following (the 5 variables) have played in your child's life.

Parents were asked to rate their children on a scale of one to five (from little to considerable evidence) as to the role they felt the five variables had played in their lives. The resulting rating averages were: model (4.4), motivation (4.3), perseverance (4.2), interest (4.0), and pressure (3.1). Those in G2 and G4 had the highest average rating (4.34 and 4.28 respectively).

Within groups, G1 parents gave model the highest rating (4.4), G2 motivation, interest, perseverance (each 4.8), G3 model (4.1), and G4 model and perseverance (each 4.6). G4 parents emphasized pressure more than any other group.

Conclusions. When directly queried, parents felt all five variables had significantly influenced their children's lives. The responses suggest that many of the parents would like to know how to incorporate the positive aspects of the five variables into their own lives.

39. What kinds of help did you offer as your child went through school?

Among the many kinds of parental help offered the children, "helped with homework" received the most responses (33%) -- especially from the G3 parents where, perhaps, the mothers tended to downplay the importance of their own assistance.

Some parents (17%) said they tried to be available for giving help with homework (Table 39, Category 3) and encouragement (Category 4). Unfortunately, many mothers felt they had not been of sufficient help. Three G2 parents, three G3 parents, and all five G4 parents cited this feeling.

Conclusions. Although these parents wanted and tried to help their children as they went through school (and often did help), many felt they had been inadequate to the task.

40. What kinds of help did you offer as your child went through school? (Regrouping of Q39 data.)

The four broad categories shown in Table 40 (Direct Implicit, Direct Explicit, Indirect Implicit, and Indirect Explicit) emerged from the kinds of help cited in the Question-39 responses (Table 39). When the data are regrouped, some parents stand out as stressing certain kinds of help. For example, G1 and G4 parents were the only ones to offer Direct Implicit help by "providing transportation," and "financial assistance." As to the latter, this may be because the G1 parents, who generally had low incomes, might consider financial help a high priority, while the G4 parents, who tended to be career oriented, would more readily recognize the advantages financial aid can give.

The G2 parents gave few specifics when naming kinds of help offered their children. Instead they cited such Indirect Implicit help as "providing accessibility," "giving encouragement," "holding certain expectations," and "helped as much as possible." The G3 parents, on the other hand, cited Direct Explicit assistance, such as "helped with homework." The G4 parents gave, not only the Direct Implicit help already mentioned, but such Indirect Explicit help as

"assisted with reference work," "provided information and resources," and "took part in school programs." The one student who resisted his parents' help (MF, G4) was given a tutor, thus this Indirect Explicit help gave direction to the learner.

Conclusions. Specific help given these learners (Direct Implicit and Direct Explicit) appears to have been more effective than help of a general nature (Indirect Implicit and Indirect Explicit).

41. About how many books do you have at home?

All parents reported owning from about 50 to 1000 books with 28% owning from 100 to 200 and 17% perhaps a few less (see distribution in Table 41).

As to groups, some G1 and G2 parents said they owned less than 50 books, while one G4 parent reported they owned over 1000. The G3 and G4 parents reported having more books in the home than did the parents of the other two groups.

Conclusions. We are still a book-conscious people if some of the most modest families own over 100 books. How they are used, of course, is uncertain. It is surely no coincidence, however, that the home with more than 1000 books nurtured the young man now practicing law.

42. What sorts of books are they?

Among the books the parents said they or their families owned, there were 20 responses for nonfiction, 16 for fiction, and 4 for undescribed books (Cat. 4, old books; Cat. 14, paperbacks). The single most mentioned category was reference books (11 or 61% of the responses). These books ranged from a cookbook to an encyclopedia.

The G3 and G4 parents had the most reporting instances (13 and 15 respectively) and the broadest range of categories (4 and 5 respectively). The G1 and G2 parents had the fewest reporting instances (6 for each) and the narrowest range of categories (4 and 5 respectively). Children's books were in only 11% of the homes.

Conclusions. It is significant that those students who scored at or above the cohort mean on basic skills tests (Newman, 1978) when in 9th grade and thus considered achievers (Gs 3 & 4) although considered low achievers in their 1st grade, low-group classification -- come from homes owning more books and of greater variety than their counterparts who scored below the cohort mean on basic skills tests when in 9th grade and thus considered low achievers (Gs 1 & 2) although considered relatively high achievers in their 1st-grade, low-group classification.

43. To how many periodicals do you subscribe?

The majority (66%) of the parents subscribe to two or more periodicals. Nearly twice as many G3 and G4 parents subscribe as G1 and G2 parents (Table 43).

Conclusions. Research shows that the number of magazines a family subscribes to (as well as books owned, Q43) correlates positively with student achievement. This study corroborates this.

44. Which periodicals do you read?

Fifty percent of the parents (mothers) reported reading women's magazines. The Readers's Digest was the next highest category (39%) followed by other (22%). Then came sports, television, economics, news, and food (each 11%), and technical, science, religion, and professional books (each 6%).

When asked to name periodicals read, the G1 and G2 parents gave fewer responses (13) than the G3 and G4 parents (21). The types were fewer for the G1 and G4 parents (4 categories each) than for the G2 and G3 parents (6 categories each) (Table 44). The G1 and G4 parents reported reading fewer technical, science, religious, or professional magazines.

Conclusions. Since at least three G4 parents operate in professional settings, it might seem that they would read professional magazines. However, the fathers (who were not the ones interviewed) may have been reading such material on the job.

Whatever the reason, it can be seen that the number of periodicals subscribed to (Q43) does not necessarily predict the number or types read (Q44).

45. Do you think reading is becoming more important in life today and why?

Sixty-one percent of the parents felt reading was more important today, 17% felt it was not, and 22% gave qualified responses. Among the G1 and G2 parents, 87% felt that reading is becoming more important with only one G1 parent not sharing this view.

G3 and G4 parents were more cautious as to the importance of reading. Forty percent of these parents felt reading is becoming more important, 20% less important, while 40% gave qualified responses. The G3 parents evidenced the least positive attitudes toward reading's importance.

Conclusions. It is possible the G3 and G4 parents -- who are of a higher socioeconomic status than the G1 and G2 parents -- may feel the technological changes occurring today mitigate against the need for more reading.

46. What do you expect your child to do during the next five years?

A majority (67%) of the parents felt their children would be involved with employment or careers in the next five years. Other responses were family (22%), education (17%), undecided (17%), and the same as the present (11%).

No parents felt unsure as to what their children would be doing, and none felt their children's plans were static. The G1 parents, however, saw less direction in their children's plans than the other parents. Only one parent in this group saw any specific direction for her child. The G4 parents, on the other hand, seemed to see the most direction in their children's lives. In fact, these parents (G4) gave more responses (8) to this question than the other groups (G1, 4; G2, 6; G3, 6) -- another indication that the G4 parents tend to see their children as goal setters.

Conclusions. In general, the parents from this basically secure community (Cedar Rapids, Iowa) have normal hopes and expectations for their children concerning jobs, marriage, and, to a lesser degree, education. However, the parents of the low achieving G1s, like their children, see fewer goals for them than do the parents of the higher achieving G4s who, like their children, expressed positive expectations for them concerning jobs, careers, family life, and personal development.

Parent/Child Comparisons

The findings suggest occasional differences in perceptions between parents and their children. Wondering how vivid these differences might be, we compared responses to such points as (1) types of reading material owned and read in the home, (2) parental help given children with school work, (3) student-goal expectations, and (4) the role of the five variables in the child's development.

Kinds of Help Offered in Childhood

Responses to questions 22 and 39 cast light on the perceptions parents and their children had about the kinds of parental help given with school work (Table 48). It seems the parents of the Group-4 members

offered more help and of greater diversity than did the parents of those in the other three groups. The parents and members of Group 4 also gave the most instances of both parents helping.

By contrast, those in Group 1 and their parents appeared to agree that little help was given with homework. Likewise, those in Group 3 and their parents agreed on the amount of help given which was apparently a bit more than that given the Group-2 members.

The Group-1 members and their parents were the only ones to disagree as to the amount of help given with school work. The parents felt they gave more help than the children felt they received.

Conclusion. There appears to be a close correspondence between parent and student perceptions as to the type of help the Group-2, -3, and -4 members were given with their homework. This suggests that communication between these parents and children was effective.

The apparently poor communication between the parents and the children in Group 1 suggests that these parents may not have understood what effective help with homework is and thus gave less than they thought they were giving.

Student Reading and Parental Libraries

Responses to questions 18 and 42 indicate that in general the reading habits of the subjects are similar to those of their parents (Table 49). This was true of all groups. Specific reading selections, however, were not necessarily the same for students and parents. Religious materials, for example, were mentioned by Group-4 members but not by the parents. Also, the amount of reference reading differed

between parents and students in all groups. Those in Group 4 and their parents reported the broadest range of reading interests and were most selective in choosing reading material.

Conclusion. Reading behavior and attitudes may be passed from parents to offspring, but the type of material selected will likely differ.

Role of Model in a Student's Life

Answers to Questions 28a and 38 reveal the perceptions held by parents and children concerning the role of the family as a modeling influence (Table 50). The parents of those in Group 1 overestimated their degree of influence while the Group-4 parents underestimated theirs. The parents and members of Groups 2 and 3, however, seemed to agree on the modeling influences of the family.

Conclusion. The compared results of these questions seem consistent with the compared results of questions 22 and 39 -- especially Group-1 and -4 parental perceptions. The Group-4 parents were perhaps more circumspect -- and thus, perhaps, closer to the truth -- in their perceptions of how much they effectively influenced their children, while the Group-1 parents probably overstated the perception of their effective influence.

Influence of Pressure in the Home

Responses to questions 32c and 38 were compared to see how parents and offspring perceived the influence of pressure in the home (Table 51). In general they all agreed that pressure in some form plays an important role in daily life. However, more parents than children saw the family as

a source of pressure. For example, none of those in Groups 3 and 4 linked pressure to the family even though they all said pressure had played a significant role in their experiences. By contrast, 60% of the Group-3 parents and 100% of the Group-4 parents linked pressure with the family. Both instances of family pressure reported by the children in response to question 32c were negative, while the many instances reported by parents were positive. Of course, it is possible the parents and their children perceived pressure in different ways.

Conclusion. Pressure appears to play a part in varying degrees in the experiences of the members of all four groups. Pressure may be more acutely perceived by the parents, however, and probably subject to wider variations in definition. The group with the least congruence between parent and children perceptions was Group 3. The members of this group apparently felt they received more parental pressure than the parents acknowledge giving. This may explain in part why those in Group 3 seem insecure or perhaps rudderless in their present experience.

Comparisons of Future Expectations

Responses to questions 35 and 46, each concerned with future expectations, reveal a majority of the parents felt the family, employment, and careers were important future concerns for their children (see Table 52). The young people also mentioned these areas in addition to education and self-actualization. The Group-1 parents, however, mentioned family, employment, and careers -- as well as long-range goals -- less often than the parents of the other groups. This may be because their children had fairly established life styles at the time of the interviews. On the other hand, the Group-4 parents were especially

aware of their children's goals -- possibly due to the strong family ties noted by both parents and children.

Thus, congruencies between parent and child perceptions occurred regarding employment and careers, family and marriage, and, to a certain extent, education. Responses were not congruent with respect to self-actualization or self-improvement. As with one of the comparisons above, the least congruencies were seen between parents and children in Group 1.

Conclusion. Without further probing it is impossible to know the cause of the incongruence between Group-1 parents and children. One conclusion, however, must be that families who are close and communicative are likely to be congruent in their perceptions of certain situations. Since this is not the case with the members of Group 1, it may be inferred that they and their parents are not close and communicative. Also, since those in this group were poor academically compared to the other groups, it may follow that family closeness and communicativeness foster academic achievement.

Student Interview Data Aggregated By Question

1. Stable commitment to work and marriage and have had travel opportunities.
2. Had job or education related goals. Achievers set goals early, worked toward them, developed modifications as needed to bring about correspondence between goals and unfolding interests.
3. G4s more independent; G1s more involved with parenting.
4. G1 families less stable than G3 and G4 families.
5. G4 earnings will probably escalate faster than earnings of other groups once they join the work force.
6. Fulfillment low except for those with little formal training. G3s perhaps better at accommodation.
7. Good health. In two cases of ill health, the youthful women are out of synch with their life demands.
8. Are interested in gaining new information and do so. Use aural media more than print except for newspaper -- widely read by all.
9. At least 3/4 read daily paper regularly. Reading is important.
10. G4s read editorials. G1s and 4s sports. Importance of interest.
11. Movie attendance low.
- 12a. Over 1/2 watch TV regularly, thus importance of visual input.
- 12b. G1s, 2s, 3s, use TV mainly for entertainment. G4s use it for information and entertainment.
- 12c. All watch on weekends.
13. More TV watching on weekends; groups differ -- less for G4s.
14. Opinions regarding movies might change given different circumstances.
15. Few have HBO -- G1s because of money; G4s perhaps lack of interest.

- 16a. G4s named more interests and hobbies than others. High correlation with achievement.
- 16b. More support for interests.
- 17. Marked contrast on amount of reading between groups. G1s -- little; G4s -- "a lot." G2s and G3s fall between these two outlying groups.
- 18. G4s regular readers. All read magazines. More reading by all than they realize.
- 19. Book purchasing has been a regular event for almost all.
- 20. Eighty-five percent subscribe -- reading is a regular and meaningful part of lives.
- 21. Seventy percent subscribe to one or more magazines. Again, group differences. Some reflect group interests (G3s); news (G4s and G3s). Relaxation and information -- especially in areas of interests.
- 22a. Positive relationship between family support of education and student achievement.
- 22b. Positive relationship between kinds of help and student achievement.
- 23. Book clubs receive no support. May not fit with interests.
- 24a. Read for pleasure, learning, and doing. G4s also read for spiritual growth and inspiration.
- 24b. Great differences between the groups -- 40% of G4s read more than four hours a day. No G1s read more than an hour per day. Reading for pleasure, to learn, to do, and for personal growth important to many.
- 25a. They do more reading than they realize.
- 25b. Information sources are used as information needs arise.
- 26. Most were satisfied with high school experience. G3s all had regrets.
- 27. Learners do have different receptive media preferences.
- 28a. Model appears to play a differentiating role between groups.
- 28b. Achievers identified modeling influences operating over time.

- 28c. Those who have had and recognize the role of model in their own experience are more likely to provide model for others. Achievers perceive themselves in both roles.
- 29a. Information, education, relaxation/enjoyment and self-realization were prime motivating factors. Job/career, curiosity, interest, and boredom also mentioned. Some aspects of interest as motivation were overlooked by a few respondents who had so identified such interests in other questions.
- 29b. Motivation reinforces role of interests. Seventy-four percent see motivation for reading changing and 47% see an increase in motivation.
- 30a. Again, role of interest is reinforced and maturing of reading interests is indicated within all groups.
- 30b. Interest does appear to hold significance for maturing reading behavior.
- 31a. Achievers are more acquainted with the term "perseverance" -- as a vocabulary term and in their personal lives.
- 31b. Perseverance has come to have real meaning for 95% of the respondents.
- 31c. Perseverance appears to distinguish between achievers and low achievers. Projects regarding future perseverance are linked to backgrounds, current situation, and future prospects.
- 32a. Group differences occurred between G4s - (most sources of positive pressure); and G1s (least sources of positive pressure). Sources included: family and job/career, teaching, sports, education, self-realization, religion, and marriage.
- 32b. Respondents were aware of positive and negative pressures. G3s identified more negative pressures than any other group.
- 32c. A majority have experienced pressure and all of G4 have. G3s qualified some responses, but all experienced some aspects of pressure.
- 33a-1. G4s -- 80% went to college; G1s -- only 20% did. Only 20% of G3s completed college. Desire for progress seemed to motivate all those who went to college.
- 33a-2. Go to work to earn (77%). For interest (15%). Other reasons similar to mainstream America.
- 33a-3. Only one respondent (G1) joined -- to earn money, to get an education, to travel, for experience, and because he was interested in others.

- 33b-1. Forty percent completed some, if not all, college. Others are still working at it. More G4s completed college than any other group. Singleminded pursuit of the goal served well for one G2 (DU) as well as G4s.
- 33b-2. Self-realization (38%), growth in human relationships, achievement of goals, and academic realization were cited as areas of learning and as worthy pursuits. Success is viewed as attainable.
- 33b-3. Eighty-nine percent of attendees were required to do "a lot" of reading and writing.
- 33b-4. G4s spent 3 times as many hours in the library as did G2s and an average of 5 hours more than G3s. Time on task appears to be one corollary of achievement in reading.
- 33b-5. G4s had the most members who read for pleasure. G3s indicated least time for pleasure reading.
- 33c-1. Reading-to-do in an integral part of the working life of a majority of the respondents. Suggests bind low achievers will be in as we move into information age.
- 33c-2. While 55% relied on on-the-job experience and fellow employees, 44% applied prior knowledge to writing-related job tasks. As with jobs held by some in other groups, the demands are probably at a low level of sophistication.
- 33c-3. For reading tasks on the job, previous experience accounted for 70%, on-the-job experience for 40%, and fellow employees for 10%.
- 34a. Ninety percent held values similar to those of their parents. Suggests strong parental models.
- 34b. Forty-seven percent had noticed a change in values recently. Another 47% said "no change." Values held: morals and/or religion, the work ethic, human relationships, education, self-realization or success, family roles, finances, and others were the values mentioned. Values changed the most for G1s and G4s. All G4s related some growing sense of maturity. G4s making more visible progress toward goals than other groups. Can assess their "values changed" better than other group members.
- 34c. Eighty-nine percent see values as affecting life and reading habits and as providing stability. The majority model their values on those of their parents -- another indicator of the need for a positive family experience.

35. Over half (58%) were concerned with employment/career goals. Other goals included family and/or marriage, education, other, self-actualization or improvement, reading, and none. G4s gave more emphasis to education than did any other group.

Student Interview Data Aggregated By Group

The next few pages show findings by question for each of the four groups. Only those question-responses are listed which fulfilled the following criteria:

1. If the response was salient.
2. If there were enough responses to warrant discussion.
3. If a significant contrast appeared between the least and most responses to a question.
4. If a group was the only one to respond to a question.

Group 1

- Q3. Family situation now: G1s have the most children (6).
- Q4. Changes in immediate family: G1s have had more divorces than any other group.
- Q5. Current income: G1s evidence the greatest range of income (0 to \$25,000 per year).
- Q6. Feelings in present position: G1s reported feeling happy and fulfilled more than did the other groups.
- Q13. Range of TV viewing time: G1 spent more time (an average of 6.6 hours per weekend) watching television than any other group.
- Q16a. Interests and hobbies: G1s prefer cooking and being with friends more than other categories of interests.
- Q17. Reading now: They claim little reading now.
- Q18. Reading within the last year: G1s had the narrowest reading range.
- Q22b. Broad categories of help given: G1 received the least reading related help of any group.
- Q27. Preference for TV, radio, reading, or movies: No G1 member preferred to read.
- Q28a. Childhood models: G1 had the fewest childhood models.

Group 1 Continued

- Q31a. Meaning of perseverance: No member of G1 knew the meaning of perseverance.
- Q36. Parental perceptions of significant influences on their children's reading: G1 parents stressed interest.
- Q38. Role of MMIPP: G1 parents gave model the highest rating.
- Q43. Periodical subscription: G1 parents subscribe to fewer periodicals (3.5) than any other group.
- Q46. Expectations for child for next 5 years: G1 parents seem to perceive less direction for their children than the other groups.

Group 2

- Q4. Changes in immediate family: G2 had the most.
- Q6. Feelings in present position: G2 felt the least belongingness and success.
- Q8. Obtaining news: G2 is the only group in which all members get their news from radio, TV, and newspaper.
- Q12a. Favorite TV shows: G2s mentioned more shows and evidence a greater range of viewing than other groups.
- Q22. Kinds of help: Had the fewest instances of opportunities for growth and spiritual development.
- Q30a. Changes in reading interests: G2 saw the most changes in reading and interests.
- Q30b. Personal interests affecting reading interests: G2 members more than other groups saw their personal interests affecting reading habits.
- Q32c. Pressure: Had most members who felt pressure had not played a significant part in their lives.
- Q34b. Changes in values: G2 was the only group not noticing a change in their values concerning morals and religion.
- Q36. Influences on reading ability: G2 parents gave the fewest responses to this question.
- Q37. Parental perceptions of influences on success in general: G2 parents gave the fewest responses.
- Q38. Role of MMIPP: G2 had the highest average rating.
- Q43. Periodical subscriptions: G2 parents subscribed to the fewest periodicals.

Group 3

- Q4. Changes in immediate family: G3s had the most marriages.
- Q6. Feelings in present position: On the average G3s had the least positive feelings in their present position, although they felt the most respected of any group.
- Q24a. Types of reading enjoyed: All G3 members indicated they liked to read in order to do something.
- Q26. Feelings about high school experience: G3s were the least positive about their high school experiences.
- Q28a. Model: G3s stressed fathers as models.
- Q32b. Negative pressure: G3 cited more instances of negative pressure than any other group.
- Q33b(5). Time for pleasurable reading during college: G3 had the most members who indicated no time to read for pleasure.
- Q34a. Reflection of family values: G3s more than any other group reflected their family's values especially in the area of morals and religion.
- Q36. Parental perceptions of significant influences on their children's reading: G3 parents stressed model.
- Q38. Role of MMIPP: G3 parents gave model the highest rating.
- Q40. Broad categories of help given: G3 parents stressed helping with homework.
- Q45. Importance of reading today: G3 parents evidence the least positive attitudes toward reading's importance.

Group 4

- Q3. Family situation now: No G4s are living at home.
- Q9. Newspaper reading: G4s all read on a regular basis.
- Q10. Favorite newspaper sections: G4s were the greatest readers of editorials.
- Q12b. Typical weekday TV viewing: G4s were the only group using TV as a source of information as well as entertainment.
- Q13. Range of TV viewing time: G4s spend less time than any other group watching TV.
- Q16a. Hobbies and interests: Reading and education were almost exclusively preferred by G4s as interests, and G4s named more interests and hobbies than any other group.
- Q17. Reading now: Most G4s read a lot.
- Q18. Reading within the last year: G4s had the broadest range of reading and read more religious materials than any other group.
- Q22a. Parental help during school: More G4s reported parental and family involvement than any other group. G4 parents offered more kinds of help than did those of any other group.
- Q22b. Broad categories of parental help: G4s received more help in all broad categories than did the other groups.
- Q24a. Types of reading enjoyed: More G4s read for spiritual growth than any other group.
- Q25a. Sources used to get information: G4s generally tend to use information sources more than the other groups.
- Q26. Feelings about high school experience: G4s were the most generally positive about their high school experiences.
- Q28a. Childhood models: G4 had the most childhood models.
- Q29b. Change in motivation for reading: All G4s indicated their motivation for reading had intensified.
- Q31a. Meaning of perseverance: All G4s knew the meaning.
- Q32a. Positive pressure: G4 cited the most instances of positive pressure.

Group 4 Continued

- Q33b(4). Time spent in the library: G4s spent more time in the library than any other group.
- Q33b(5). Time for pleasurable reading during college: G4 had the most members who read for pleasure.
- Q33c(1). Type of reading on the job: G4s reported the most variety of on-the-job reading.
- Q34b. Value changes: All G4 members related some growing sense of maturity.
- Q35. Goals for the coming year: G4 gave more emphasis to educational goals than the other groups.
- Q36. Parental perceptions of significant influences on their children's reading: G4 parents stressed perseverance.
- Q37. Parental perceptions of influences on success in general: G4 stressed family attitudes more than any other group.
- Q38. Role of MMIPP: G4 emphasized pressure more than any other group -- gave the highest rating to model and perseverance.
- Q39a. Help offered child during school: Every G4 parent indicated feeling inadequate to help for a variety of reasons.
- Q39b. Broad categories of help given: G4 gave direct implicit as well as more general kinds of school-related help.
- Q42. Periodical subscription: G4 parents subscribe to more periodicals than any other group.
- Q45. Expectations for child for next 5 years: G4 parents seem to perceive direction in their children's lives more than any other group.

Chapter Five

SUMMARIES AND RECOMMENDATIONS

This study, Twenty Lives: Nineteen Years Later, examined a select group of young adults (N = 20) who were low readiness in first grade (1964) to discover what influences -- including cultural and family experiences -- may have determined their occupations and academic achievements as well as their intellectual development. The study was conducted through telephone interviews with the young adults and their parents.

Twenty Lives: Nineteen Years Later supports and expands on the findings of the earlier studies in this longitudinal research: Twenty Lives (1978) and Twenty Lives Revisited (1980). These findings suggest (1) that the operation and interaction of certain intangible variables (in this case, model, motivation, interest, perseverance, and pressure) have a direct influence on the occupations and schooling of individuals considered low readiness in first grade, and (2) that such intangible variables can have greater influence than such tangible variables as teaching methods or materials.

In addition, this latest study shows the importance of teaching to individual differences, remembering that those thought to be potential failures as young students can, in later life, sometimes become highly successful. One student among these formerly low-readiness first graders has since become a lawyer and another an international athlete. In these

instances (and with other successes discussed in the study) it is felt that in spite of the early low-readiness categorizing of these students, supportive home influences and academic activities produced positive results.

Summaries

Summary of the Whole

A majority of the young people in the study live away from the parental home, are in good health mentally and physically, enjoy opportunities to travel, and have positive self-concepts. In fact, those who attended college felt the experience not only gave them practical training, but a better sense of themselves.

In spite of family instability in a few cases (mainly in Group 1), most felt their values reflected those of a supportive family who had constructive attitudes about school, kept in touch with school personnel, and provided a loving home atmosphere in which to study. This appeared to have a beneficial effect on the developing reading habits of these young people. Although their values may have changed little over the years, some recognize changes in the area of human relationships.

Those who attended college said they read little for pleasure because of academic demands. Most of those who did not go to college said they read for pleasure as well as for practical purposes. Perhaps through misunderstanding of what reading is, many felt they did not read a great deal. Nevertheless, the questionnaire data suggest they are reading more than they realize. The average amount of reading for all groups was about

68 minutes a day, with Groups 3 and 4 reading somewhat more than Groups 1 and 2.

Materials read include newspapers (a majority subscribe and read a daily paper), magazines (a majority read for relaxation and information, especially in their interest areas), books (a majority own from 1 to 100 books), and materials related to their jobs (a majority find such reading essential).

Most watch television, but have few TV preferences. Although 41% did not respond to the question asking if they preferred TV or movies, a majority of those who did, stated they preferred movies. In addition, a majority of all the respondents said they relaxed by listening to the radio, reading, or visiting with friends.

A majority of the respondents are now working in jobs that demand the ability to read and write capably. Some have received on-the-job training in writing. Many are dissatisfied with their incomes.

With respect to the five variables, a majority of the respondents had childhood reading models; recognize the role of motivation and interest in their reading commitments and have seen an intensification of both -- especially in the last two years; can cite instances of perseverance in the past and feel they will persevere in the future given proper motivation; and in the last four years have experienced the influence of positive as well as negative pressure.

The goals of this generally gregarious group of early twenty-year-olds (who were goal-committed when they left high school) are now centered mainly on employment and marriage.

Summary by Topic

Findings are presented topically in the following section. The majority of these young adults --

General

1. Are living away from home. (Q3)
2. Are in excellent health. (Q7)
3. Feel secure, successful, happy, and that they belong. (Q6)

Family

1. Were provided a supportive environment at home that included positive parental attitudes toward school and education, a loving atmosphere in which to work, regular interaction between parents and schools, and a strong set of values. (Q22)
2. Feel their values reflect those of their families. (Q34a)

Education

1. Have experienced some level of higher education. (Q1)
2. Had specific reasons for attending college. (Q33a-1)
3. If they attended college, learned something about themselves through this experience. (Q33b-2)
4. If they attended college, were required to do much reading and writing. (Q33b-3)
5. If they attended college, had little time for pleasure reading. (Q33b-5)

Reading

1. Read for fun, enjoyment, pleasure, to learn, to do, and for personal growth. (Q24a)
2. Do not perceive that they do much reading now. (Q17)

3. Do more reading than they realize. (Q18)
4. Spend about 68 minutes a day reading. (Q24b)
5. Subscribe to a daily newspaper. (Q20)
6. Read a local paper daily. (Q9)
7. Read general and political news, editorials, sports, and want ads.
(Q10)
8. Read magazines for relaxation and information -- especially in
their areas of interest. (Q21)
9. Own from one to one hundred books. (Q19)
10. Do one or more of the following: (1) watch TV, (2) listen to the
radio, (3) read, (4) attend movies. (Q27)
11. Had childhood reading models. (Q28a)
12. Are motivated to read in some way. (Q29a)
13. Have had their motivation for reading change in the last two years.
(Q29b)
14. Have seen their reading interests change in the last two years.
(Q30a)
15. Feel their interests have affected their reading habits. (Q30b)
16. If they attended college, were required to do much reading and
writing. (Q33b-3)
17. If they attended college, had little time for pleasure reading.
(Q33b-5)
18. Read directions on the job. (Q33c-1)
19. Learned through experience to do job-related writing tasks.
(Q33c-2)

20. Learned, through previous training or experience, to do job-related reading tasks. (Q33c-3)
21. Have values that have affected their lives in general and their reading habits in particular. (Q34c)

Employment

1. Are employed. (Q1)
2. Are dissatisfied with their current incomes. (Q5)
3. Went to work out of financial necessity. (Q33a-2)
4. Read directions on the job. (Q33c-1)
5. Learned through experience to do job-related writing tasks.
(Q33c-2)
6. Learned, through previous training or experience, to do job-related reading tasks. (Q33c-3)

Values

1. Have a stable commitment to work and marriage. (Q1)
2. Feel their values reflect those of their families. (Q34a)
3. Have not noticed a change in their values in the last two years, or if they have, saw it in the area of human relationships. (Q34a & b)
4. Have values that have effected their lives in general and their reading habits in particular. (Q34c)

Model

1. Had childhood reading models. (Q28a)
2. Feel their values reflect those of their families. (Q34a)

Motivation

1. Are motivated to read by something. (Q29a)

2. Have seen their motivation to read change in the last two years.

(Q29b)

3. Believe they could be motivated to persevere in the future. (Q31c)

Interest

1. Have strong interests that supplement or complement their daily work. (Q16b)
2. Feel their interests have affected their reading habits. (Q30a)
3. Have seen their reading interests change in the last two years.
(Q30a)

Perseverance

1. Have persevered at some task during the last two years. (Q31b)
2. Have experienced negative pressure in the last four years. (Q32b)

Communication, Entertainment, Relaxation

1. Read for fun, enjoyment, pleasure, to learn, to do, and for personal growth. (Q24a & 24b)
2. Read magazines for relaxation and information -- especially in their areas of interest. (Q21)
3. Gain news through TV, radio, newspapers, magazines, word of mouth, and observation -- but mainly through TV and radio. (Q8)
4. Watch television. (Q13)
5. Have no television preferences. (Q12a)
6. Seem to have some pattern of weekly viewing. (Q13b)
7. Seem to have some pattern of weekend viewing. (Q13b)
8. Prefer movies to TV, although it depends on the film. (Q14 & Q27)
9. Enjoy being with friends. (Q16a)

Goals

1. Had goals when they left high school. (Q2)
2. Now have employment or career-related goals. (Q35)

After drawing topical generalizations for each group, it seemed appropriate to contrast responses from Groups 1 and 4 since in the 1978 and 1980 studies these responses showed the sharpest inter-group divergence. Such contrasts, however, should not be taken to represent either group as a whole, although sometimes they do (ex.: MK in G1 viewed TV 10 hours daily while CW in G4 never watched TV). In fact, the contrasts were even greater in the current study. See Chart 2.

Chart 2

The majority . . .	Specific responses from . . .	
	Group 1 ↓	Group 4 ↑
GENERAL		
1. Are living away from home	lives at home with small daughter - "seven people living at home now" (KC)	living in college dorm with three roommates (PH)
2. Are in excellent health	has had health problems for many years (MK)	is in excellent health evidenced by an active involvement in sports and life in general
3. Feel secure, happy and accepted	family and business plans progressing as desired (JB)	evidences concern over success in academic setting (MF)
FAMILY		
1. Were provided a supportive environment at home	mentioned only two sources of family help (CQ)	named 18 categories in which both parents gave support (MF)

	Group 1	Group 4
2. Feel values reflect those of the family	Values having to do with raising children, morals, honesty, and hard work (RC)	"Parents wanted us to have a good education. Parents encouraged us to read more - encouraged us to have our own opinions but to listen to others" (LC)

EDUCATION

1. Have experienced some level of higher ed	yes (vocational) (MK)*	yes (college) (PH)
2. Have specific reasons for attending college	wanted to get GED in order to find employment	wanted to pursue an intellectual career (PH)
3. Learned something about themselves through the experience	MK did not comment	"When I work hard, I'm satisfied; when I don't work hard, I'm not" (PH)
4. Were required to do much reading and writing	no (MK)	yes - spends 30 hours in library per week (PH)
5. Had time for pleasure reading	yes - took little time to read for pleasure	yes - spends 60+ min. per day reading materials he enjoys (PH)

* MK is the only member of Group 1 who has experienced higher education, which is why his responses appear as the only exemplars for EDUCATION.

READING

1. Read for a variety of reasons	reads for fun and enjoyment only (CQ)	reads for fun and enjoyment, to learn, to do, for personal growth, and to escape, and for spiritual growth (CW)
2. Do not perceive that they do much reading now	reading consists of want ads (MK)	CW reads a variety of materials, depending on her mood. She has also started a journal to improve her marriage.

	Group 1	Group 4
3. Do more reading than realized	reads magazines only (CQ)	stated she does little reading - actually read in 7 categories within the last year (LC)
4. Spend about 68 minutes a day reading	spends 10 minutes per (CQ)	spends 6.5 hours per day (LC)
5. Subscribes to daily newspaper	does not subscribe (KC)	subscribes to college paper (MF)
6. Read a local paper daily	does not read paper	reads both local and national papers (BW)
7. Read many sections of paper	mentioned no section favorites (CQ)	"I read the whole paper" (CW)
8. Reads magazines for relaxation and info.	reads magazines such as <u>Working World</u> , <u>Football, America, Baby, Reader's Digest</u> , <u>TV Guide</u> (JB)	reads business and trade journals and <u>Newsweek</u> (BW)
9. Own from one to one hundred books	owns from 1-100 books (MK)	owns between 200-300 books (BW)
10. Do one or more of the following: watch TV, listen to radio, read, attend movies	"If I had to pick, I would watch TV" (KC)	LC rarely watches TV; she listens to the radio late at night, reads, and attends a movie if in a super good mood.
11. Had childhood reading models	none (JB)	"Mother and Dad; Dad was gone from 6:30 a.m. until 3:30 p.m. Mom read on rainy days" (LC)
12. Are motivated to read in some way	boredom motivates (RC)	"Several things: personal fulfillment, self-improvement, marriage help (CW)
13. Have seen their motivation for reading change in last two years	"Decreased-reading is hard. I don't understand a lot of the words." (KC)	"Yes, lots stronger now" (MF)
14. Have seen their reading interests change within the last two years	reads newspaper more now (JB)	"Definitely" (BW)

	Group 1	Group 4
15. Feel interest has affected reading habits	"Yes - the only time I read" (MK)	Yes - reads law related and sports
16. Were required to do much reading and writing in college.	(see EDUCATION, 4)	
17. Had time for pleasure reading in college	(see EDUCATION, 4)	
18. Read directions on the job	read directions when she was a waitress (KC)	followed directions having to do with the legal profession (PH)
19. Learned to do job-related writing tasks through experience	learned some in high school and at Kirkwood (MK)	"From practice myself." (PH)
20. Learned to do job-related reading tasks through previous training or experience	learned in high school (MK)	studied three months how to work in hospital - 8 hrs./day - used medical terms (CW)
21. Have values that affect life in general - reading in particular	"yes" on life - "no" on reading (MK)	Parents wanted her to get good education and encouraged her to read more - "We'd read, Dad would debate - wrote to congressman" (LC)

EMPLOYMENT

1. Are employed	is unemployed (MK)	inventory coordinator in commercial warehouse (family-owned business) (BW)
2. Are dissatisfied with current income	"It's really hard to support a child on \$292 a month" (KC)	yes (income in the \$18,000-\$25,000 bracket) (BW)

	Group 1	Group 4
3.	Went to work out financial necessity	Went to work for \$ (KC) Going to work involves "doing something one wants or likes to do - food on my table" (BW)
4.	Reads directions on the job	(see READING, 18)
5.	Learned to do job-related writing tasks through experience	(see READING, 19)
6.	Learned to do job-related reading tasks through previous training or experience	(see READING, 20)

VALUES

1.	Have childhood reading models	(see READING, 11)
2.	Feel values	(see FAMILY, 2)
3.	Have not noticed a change in values in the last two years, unless in the area of human relationships	"I've had a lot of bad relationships. If I do get married, O.K., but it's not big thing" (KC) "Family went into business for itself - had to pull together, get along together to make it go - developed respect and love for each other" (BW)
4.	Have values that affect life in general and reading in particular	(see READING, 21)

MODEL

1.	Had childhood reading models	(see READING, 11)
2.	Feel values reflect those of the family	(see FAMILY, 2)

MOTIVATION

1. Are motivated to read by something (see READING, 12)
2. Have seen motivation to read change in the last two years (see READING, 13)
3. Believe they could be motivated to persevere in the future no idea (MK)

INTEREST

1. Have strong interests that supplement or complement daily work mentions one interest - coaches an intramural basketball team which is well on its way to a championship - also plays on the team (PH)
collects miniature bowls, pitchers, and unicorns (KC)
2. Feel interests have affected reading habits (see READING, 15)
3. Have seen reading interests change in last two years (see READING, 14)

PERSEVERANCE

1. Have persevered at some task within the last year or two. could not identify one task (KC) studying calculus - sometimes worked 1-2 hrs. on a problem (MF)
2. Have experienced negative pressure within the last two years stepfather has exerted negative pressure (JB) "Internal pressure - on myself, not always good" (PH)

Group 1

Group 4

COMMUNICATION, ENTERTAINMENT, RELAXATION

- | | | |
|---|--|--|
| 1. Read for a variety of purposes (see READING, 1) | | |
| 2. Read magazines for relaxation and info. (see READING, 8) | | |
| 3. Gain news through a variety of sources | gains no news from written sources (CQ) | actively seeks news through a wide variety sources (BW) |
| 4. Watch television | watches over 10 hrs. of TV each day (MK) | watches no TV (CW) |
| 5. Have no television preferences | no preferences (KC) | watches little TV - 6 or 10 p.m. news and a good movie occasionally (BW) |
| 6. Seem to have some pattern of weekly viewing | spends major part of his time watching TV (MK) | limits most viewing (0-1 hrs. per day) to sports or specials (PH) |
| 7. Seem to have some pattern of weekend viewing | on weekends, watches from 7 p.m. until 4 a.m. (MK) | watches 0-2 hrs. of TV on weekends (MF) |
| 8. Prefer movies over TV, depending on the film | prefers movies - "more entertainment" (MK) | prefers movies because there is more time to develop the plot (LC) |
| 9. Enjoy being with friends | did not state she enjoyed being with friends, but she does value friendship (KC) | friends play central role (CW) |

GOALS

- | | | |
|--|--|--|
| 1. Had goals upon leaving high school | had no goals - lack of finances dictated his joining the navy (JB) | goals included completing 3-year Bible school and going into nursing (CW) |
| 2. Now have employment or career related goals | wants to clarify career goals (RC) | finish degree, summer job with marketing research (use for reference to get job with NABISCO) (MF) |

Summary by Group*

This section presents group generalizations (summaries) drawn from findings of certain student-questionnaire responses. Only those responses satisfying the following criteria were generalized:

1. Are the responses to a question salient?
2. Are there enough responses to warrant discussions?
3. Is there a significant contrast between the least and most responses to a question?
4. Does only one group respond to a question?

Table 47: "Questions for Which Generalizations Are Drawn by Group" (Appendix H) displays this material in tabular form. As can be seen, those in Groups 1 and 4 represent the extremes in their responses.

Group 1↓. The members of this group have the most children, the most divorces in their immediate families, and the greatest range in income -- from zero to over \$25,000. They do, however, report being happier and more fulfilled than those in the other groups. The Group-1 members spend more time with television, subscribe to fewer periodicals, and have narrower interests than those in the other three groups.

Those in Group 1 received the least reading-related help from their parents and had the fewest childhood models -- even though their parents gave model the highest rating of the five variables. Apparently, these parents offered little academic direction to their children. However, they reported that interest figured prominently in the reading experiences of their children. In general the members of this group shun reading.

*Appendix B describes the student-selection process and group-formation criteria.

While they did not know the definition of the word "perseverance," most said they had persevered at one time or another.

Group 2. In general, among the four groups, the young people in Group 2 experienced the most family changes, had the fewest successes or opportunities for growth and spiritual development, and felt the poorest as to "belonging." This was the only group that appeared not to notice any moral or religious value changes.

In terms of the five variables, although this group had the highest average rating of parental responses, neither model nor motivation seemed to be a significant factor with their children. However, the children recognize -- more than those in the other groups -- that developing interests had influenced their reading habits. Perseverance was not mentioned, and most felt pressure had not played a significant part in their lives. Their parents gave the fewest responses of any of the group parents to questions relating to their children's reading abilities or successes. Of all the groups, however, this group reported the most changes in reading interests during the last two years.

All the members of this group get news from television, radio, and newspapers. In fact, they were the only group in which all members mentioned using all three media. They also watch a wider variety of TV shows. Their parents subscribe to the fewest periodicals.

Group 3. Group 3 had more marriages in their immediate families than did the other groups. Although they felt the most respected of the groups, they had the fewest positive feelings about their high school experiences and present position in life. They felt the most that they reflected their families' moral and religious values.

The parents of the Group-3 members cited model as the most significant influence on their children's reading. They stressed father models more than any other group. They remembered helping with their children's homework. Negative pressure seems to have played a stronger part in the experiences of these group members than with those in the other groups.

All those in this group enjoy reading for the purpose of learning something but admitted that as college students they had little time for pleasure reading. The parents of these young people evinced the least positive attitudes among the group parents as to the importance of reading in today's society.

Group 4. Among the groups, those in Group 4 reported experiencing more parental and family involvement including a greater variety of specific help offered with homework as well as with other school-related needs.

The members of this group had more childhood models than those in the other groups (indicating their motivation for reading had intensified), had more interests and hobbies, and gave reading and education as their main interests. They were the most aware of the meaning and how to demonstrate perseverance and cited the most instances of the influence of positive pressure. Their parents stressed perseverance as significantly influencing their children's reading habits. More than any other parents, they stressed model, perseverance, and pressure. Their children were generally the most positive about their high school experiences.

The members of this group read newspapers regularly and are the greatest readers of editorials. They use television as an information

source as well as for entertainment, but they watch TV less often than those in the other groups.

Group 4 has the most committed readers. They have read the broadest range of material during the past year, read more religious material than do other group members, and report searching for spiritual growth in such reading. They acknowledge that they read "a lot" now. Because of their college experiences, they spent more time in the library than did those in the other groups. They also reported doing the most reading for pleasure and the most variety of on-the-job reading.

The members of this group are the most aware of their developing maturity. They continue to see educational goals in their future, and their parents see well defined directions in their children's lives for the next five years.

Recommendations

The findings and conclusions of this study prompt -- even urge -- recommendations that, once again, point up the importance of listening to, understanding, and following simple common sense. These suggestions are not new nor profound, yet few of them are being observed in the academic scene. However, since, as we know, there is a great furor these days for better teaching, perhaps these recommendations will find their way into general practice. Let us hope so, for they are practical and not difficult to implement.

These recommendations are for learners with characteristics similar to those in this study -- their interests, self-concepts, coping skills,

values, character development, socialization, and thinking skills. In most cases the recommendations mention the specific findings by question number. Readers are urged to refer to Chapter Four where the findings for each question are examined in detail and conclusions drawn.

Strategies: General

Labeling. Although assessment of student potential may be necessary with the less promising, it is important that negative labels be avoided if possible. Often such labels, if made the basis of instructional procedures, are self-fulfilling -- psychologically discouraging teachers, parents, and especially the child. Through a variety of interrelated conditions and efforts, some of the least promising students in this study -- all considered low readiness in first grade -- now face comparatively bright futures.

Self-concept. There are many ways to help low achievers, and others, develop a positive self-concept. One way is to encourage students to work on a class or school paper or perhaps a yearbook. The commitment many in this study give to reading periodicals suggests their value as teaching tools. In such projects students have experience with critical thinking, designing page layouts, soliciting ads, gathering news items, and so forth. This type of activity, where independence is important, makes the development of self-worth possible. (Findings: Qs 8, 9, 10)

Model. Adults who read newspapers or other periodicals regularly in the home present positive models for children. Such modeling can be reinforced in the schools, especially when teachers let students know they too are regular periodical readers. In addition, using newspapers in the

classroom is very practical. News briefs are circulated even in preschools, and the adult-directed News for You* can be successful with younger students as well. Among other things, it provides a handy vehicle for teaching critical reading skills (Findings: Qs 8, 9, 10)

Interest. The role of interest in determining reading commitment among those in this study proved significant. Love rather than duty appears to be a strong motivator for them. Thus interest should be considered when selecting instructional materials for such students. (Findings: Qs 23 & 30c) Also, and of equal importance, efforts should be directed to expanding reader interest, since reading habits are often ingrained in childhood and breadth of interest positively correlates with literacy development and career success. This can be done by seeing that children have frequent visits to the library; much reading to, with, and around them; talking about and taking them to public events and sites; responding positively when they show interest in a new hobby or activity; and generally sharing with them the joy of developing a broad set of interests. (Findings: Q 16a)

Perseverance and pressure. Common to many achievers is the attribute of perseverance. As early as possible, parents and teachers should encourage young people to accept responsibility for completing tasks. (Findings: Qs 31a, b, c) This may require the use of positive pressure -- pushing enough to get a job done without injuring self-concept. In fact,

*Syracuse, N.Y.: New Readers Press. News for You is beginning (A) and advanced (B) editions.

seeing the job finished successfully can have a beneficial effect on a child's self-concept. (Findings: Q32a)

Reading to learn or do. Young people should experience the satisfaction of reading to accomplish something (reading to do), reading to learn new facts and ideas (reading to learn), or reading to discover new aspects of their own development (reading for self-realization). (Findings: Qs 17, 18, 29a)

Reading for pleasure. Schools, in the effort to develop positive reading habits, should consider setting aside time for pleasurable reading. Giving students reading material that answers questions of interest, that shows how to do something, or how to develop personally, should be highly important alternatives to the traditional textbook. Also, students should be instructed how to find such reading material for themselves. Many, because they have never read a good book, are unaware of the satisfaction of doing so. (Findings: Q 24a) This may explain in part a recent finding that

. . . fewer Americans aged 21 and younger are reading books than six years ago. . . . More are reading newspapers and magazines, leading experts to infer that teenagers have shifted from reading books to periodicals. . . . Book reading in the under-21 group has dropped from 75% to 63% since 1978, the date of the last survey. During that time, readers of periodicals have increased from 19% to 29% (Hexter, 1984).

Broadening the concept of reading. Young readers, especially low-readiness, should be assisted in broadening their concept of what reading is -- that it is not merely a skill that enables one to fulfill school assignments. A sensitive teacher (or parent) can help students develop flexibility in selecting reading material suitable to their needs and interests. (Findings: Qs 23 & 30a)

Location skills. Educators, faced with the knowledge explosion of the past few decades, must devote time to teaching students how to locate information -- whether in resource books, film libraries, or various public holdings. In recent years library officials have developed facilities that encourage their use by all levels of society.

Informal reading settings. Since the members of all the groups in this study (especially groups 1, 2, and 3) emphasized the importance of friendships, low-readiness students particularly should have the chance to be taught in informal social settings where special interests can be nurtured. Such settings, stressing cooperation rather than competition, offer the opportunity for the needed support many such students need. (Findings: Q 16a) In a recent study involving students similar to those considered here, Janis Cromer (1984) found they

. . . like their schools, their principals, and their teachers -- although they do less than four hours of homework a week and list "friends" and "sports" above "learning" as reasons for liking school (Kidder, 4/9/84).

Television viewing. TV viewing received various emphases among the members of the four groups which appears to counter the generalization expressed by Cromer (*ibid*): that today's youth spend about six hours a day watching TV or listening to the radio. Those in this study with broadly developed interests viewed fewer of the passing-time types of programs than did those with narrower interests. This suggests the need for developing positive physical and intellectual pursuits for students and for providing an introduction to and maintenance of a broad array of interests to offset the need for spending passive hours in front of television. (Findings: Q 13) Youths themselves often consider TV an

erroneous influence. Kidder notes that "when asked to list the worst influences on young people, they began with drugs and alcohol -- and then, with candid self-discernment, added peer pressure and television" (*ibid*). Even so, it should be noted that research has shown that kids who do not watch any television may also have problems. It thus appears that too little can be as bad as too much (Today Show, 7/5/84).

Critical thinking. Critical thinking should be developed among low achieving as well as with high achieving students. Since the former are TV consumers, they should be given special instruction in how to think critically. Training in critical reading and viewing skills -- such as detecting bias and propaganda -- should be a regular part of their academic experience. (Findings: Qs 12a, b, c)

Coping skills. Conscious effort is needed to teach low achievers strategies for coping with life in general and with family living in particular. (Findings: Qs 3 & 4) Such strategies should be integrated into meaningful reading experiences. Bibliotherapy in the hands of a sensitive and well-trained teacher is one way to accomplish this.

Learners also need to be shown how to recognize the benefits on personal growth of a variety of influences. (Findings: Q 33b-2) This might be accomplished through regular counseling with older role models such as athletes or artists, through wide and appropriate reading, through TV viewing followed by discussions, and certainly through talks with parents or other family members interested in such development.

Strategies: Goal Setting

Realistic goals. Students should be provided experience in planning and following through on realistic goals. (Findings: Q 35) This study as well as the Cromer study quoted above (Kidder, 4/9/84) found career success, happiness, marriage, and family of prime importance to teenagers and young adults. It stands to reason, therefore, that consideration should be given these topics in the home and, when the family cannot provide such direction, in the school.

Reading habits. When the home helps establish good reading habits in children at an early age, these habits are likely to remain when the child becomes an adult. (Findings: Qs 17, 18, 33d-5) Obviously, reinforcement of such habits should be continued in the school. (Findings: Q 24) Youths who read two or more books a month in grades 7 through 12 are already on their way to a lifetime of regular reading (*ibid*).

Practical reading. Reading with practical, immediate use should be offered students as well as reading of abstract character. (Findings: Q 25a 7 b)

Reading versatility. Provide students a variety of reading material in home and school that will cultivate versatility in readers. Also, encourage the development of a number of reading rates depending on the material. (Findings: 25a and b)

Reading and writing. Many educators feel that reading and writing should be integrated early and throughout the academic experiences. (Findings: Qs 33b-3, 33c-3)

Strategies: At Home

Cooperating with and understanding the school. All the findings relating to models and values in this study indicate there should be better communication, understanding, and cooperation between parents and school personnel. (Findings: Qs 34b & c) A recent dissertation by Joyce Melton (1985) provides background and suggests ways of implementing this suggestion.

Supporting children's endeavors. Parents need to understand more fully how to support their children's educational endeavors. "Being there" is not always enough. Effective parents are able to assess problems and provide solutions. Educating parents may be as important as educating children. (Findings: Qs 22a & b)

Model. It is important that children have positive reading models in the home. If the parents are not readers, a friend or relative might fill this role. The close emotional and physical ties within a home often make it the strongest modeling force in the child's experience. Parents must be aware of this and recognize what effect they as models have on their children. Contrariwise, children should learn to see that they also can be models for others. (Harjasujana, 1984) Such awareness can be important when they themselves become parents. (Findings: Qs 23a, b, c, 34a) If at all possible, parents should read to and with their children, take them to the library, and be seen reading. In this way children see that there is purpose in reading.

Perseverance and pressure. Learners of all ages should be shown the importance of perseverance when faced with challenges. (Findings: 32a & b) Positive pressure from parents can be helpful, although all children

will not respond in the same way. It is important to recognize the child who responds more to praise than punishment. (Findings: 31a, b, c) A child's feeling of being pressured negatively may indicate psychological problems which parents must handle sensitively. The Group-3 members, for example, felt the most negative pressure and were the least able to meet their goals. (Findings: Qs 32a & b)

Strategies: At School

Cooperating with and understanding the home. There should be better cooperation and understanding between the school and the home. Teachers should find ways to communicate regularly with parents -- on positive as well as negative matters. (Findings: Q 34c) The dissertation by Melton (1985) offers ample support for this recommendation as well as various ways to implement home/school cooperation.

Model. Modeling by teachers, principals, and other school personnel can take many forms -- from an uninterrupted silent reading period to reading poetry to children while waiting in line. The power of a good reading model should not be sacrificed to handling milk money and playground disputes, however necessary these may be. (Findings: Qs 8 to 10, 28a, b, c, 34a)

Motivation. Comments by TheodoreSizer, former dean of Harvard University's Graduate School of Education, support the need for a new look at the role and power of motivation:

Colleges of education must also look beyond their narrow definition of educational research as "a statistically oriented branch of behavioral science. Such traditional research is useful, but hardly sufficient." The colleges of education should consider "those critical elements of schooling, such as the sources of motivation and inspiration," which are impossible to measure with statistics but which are relevant to schooling. (Watkins, 1984)

The present study bears out this concern for motivation, especially for low-readiness readers.

Interest. So much has been mentioned about the importance of building on student interests, especially low-readiness student interests, that it hardly seems necessary to emphasize it again, and I probably wouldn't have except for an experience I had while supervising a reading practicum in a local school this summer. At the end of the session a young mother was expressing appreciation for the way we had approached reading, i.e., through language experience and individualized reading or in other words through capitalizing on each pupil's interests. Then she described her son's first grade experience. "They'd read a story once and then they'd go over and over it. He simply lost interest. Now he's loving reading and wants to share every book with me."

Perseverance and pressure. Teachers -- as well as parents -- must learn to be more skillful at applying positive pressure to produce positive results. This takes careful observation of students. Some respond to pressure -- often the more extroverted ones; others are wilted by it. Knowing who responds to which type of treatment is the hallmark of the master teacher (findings: Qs 32a & b). The student who responds well to pressure is often the one who is able to exercise perseverance.

Counseling. Learners such as those in this study are often the most in need of competent counseling. A good counselor should be able to help a learner set goals as well as assist in choosing courses. (Findings: Qs 2a & 32b)

Job-related reading and writing. The subjects in this study were generally able to handle job-related reading. However, some required on-the-job training in writing. It is, therefore, recommended that training in reading and writing be integrated throughout the school experience thus taking advantage of the powerful synergism that occurs as a result of combining the two processes.

Video disks. Busy schedules often prohibit using TV in the regular class period. Video disks, however, make possible the incorporation of useful TV features into future curriculum experiences in the effort to develop discriminating viewers. (Findings: Q 12a)

Voluntary school service. Grant and Briggs (1983) recommend that high school students be required to give at least one semester of voluntary service to the school. This may be extreme and unlikely for American youth, but one course each semester may be possible. Students would thus have the opportunity to learn by giving, to develop certain aspects of themselves, to gain a better sense of self-worth, and to build mutually instructive relationships with adults. Such experiences can be motivational in helping the learner better select and develop career choices.

Assessment and knowledge. In this fast moving age, objective and standardized educational measures are often considered more efficient than subjective and informal measures based on a learner's experiences and cultural environment. As useful as standardized measures may be when thoughtfully applied, they do not reveal the unique individuality of students. Frequently these easily-applied measures lead educators to give

labels -- such as dyslexic, slow learner, retarded, or low readiness - that can psychologically discourage academic effort in students who might otherwise make significant progress.

Even though all the subjects in this study were low readiness when beginning first grade and thus potential high school dropouts, the progress of many of them, the study documents, reverse that prediction.

Understandably, it is easier to rely on test scores or other aptitude measures than to assess, or even know, the many intangibles (such as the variables considered in this study) that cannot help but mold a student's consciousness and lead it in directions unhinted of in the primary grades. But without such assessment and knowledge, our dealings with low-readiness students are likely to continue as superficial and generally unsuccessful.

Strategies: Home and School

General. The architectural dictum "form follows function" when applied to reading instruction should be: "suit the teaching approach to the hoped-for outcome." This may be accomplished through: (1) Engaging a child's reasoning abilities, (2) having a purpose for reading, (3) showing how reading can be a means to something rather than just an end in itself.

Mutual support. Mutual support between home and school has already been mentioned. The importance of this is once again underlined in recent findings of Chall and Snow (1982). They comment that

the home and the school have both been shown to be powerful in explaining children's literacy skills. . . . The teachers who contacted the parents of all the children frequently . . . were more likely to see their students making gains in reading. . . . Clearly, neither home nor school is entirely responsible for children's failure to achieve adequate levels of literacy.

Interest versus duty. Love for something rather than duty appears to be a strong motivator. Low-readiness children in particular tend to read when they are interested in the subject -- not because they are "spoized" to.

Perseverance and pressure. Students need to recognize the importance of perseverance when faced with challenges. Appropriate pressure from without, when understood by the student, can be helpful. Parents and teachers who push a bit, love a lot, and explain the purpose of pressure and the need to persevere are likely to success with low-readiness youngsters.

Resources

Although the earlier studies with these learners show that teaching methods and materials were not so influential in their growth as the five intangible variables (model, motivation, interest, perseverance, and pressure), still, certain findings in this study suggest following a few guidelines when selecting resources:

1. Choose curriculum materials with student interests in mind.
(Findings: Qs 13, 16-18, 23, 24a, 29a, 30a&b)
2. When possible, use newspapers and magazines in the classroom. As support, parents should provide such periodicals in the home.
(Findings: Qs 8-10, 20 & 21)
3. When possible, involve students in the selection and development of curriculum materials. (Findings: Q24a)
4. Provide experiences for students that require competency checks in using the library or other information centers. (Findings: Q 33b4)

5. Remember that every child is a resource -- that each is a potential boost to the future economy. We could raise the national productivity level by lifting the achievement level of one third of the populations of middle- and low-achieving students. This study indicates that many such students are capable of more than we expect of them or educate them to do.

A Final Note

Considering the current interest shown by educational researchers in the relationship between background and academic setting, and the strong consensus as to the significance of the interaction of these contexts in student growth, the present research is of value -- especially in that it presents evidence gained over time and examines the quality of what went on in the home (model and pressure) as well as what was happening with the child (motivation, interest, perseverance). The investigator was able to watch resilience and resourcefulness develop positive behavior patterns in individuals originally expected to be failures. The adaptability of the subjects to life changes, the long-range affects of family experiences and general environment on their behavior and attitudes, and their responses to the five variables (model, motivation, interest, perseverance, and pressure), are areas that were illuminated through this longitudinal research.

The investigator believes this study demonstrates that such intangible variables as model, motivation, interest, perseverance, and positive pressure in a low-readiness reader's experience are often more valid indicators of their potential for success in literacy and occupations than

are the more conventionally accepted indicators of teaching method, materials, or even IQ. If this is true, these variables are desirable concomitants of the educational condition and should be nurtured as part of the home and school environment.

Terrel H. Bell, former Secretary of Education, told a group of educators that

. . . the importance of the home environment in achieving educational excellence has been "virtually ignored" in most of the discussion and debate about student achievement during the last year. . . . Parents must recognize that the best heritage they can leave their children is a good education. (Currence, 1984)

A comparison of two youths examined in this study illustrates this. One young man (MK, G1↓) came from the group that, if first grade readiness scores were to be accepted as predictive, was judged most likely of the four groups to succeed. The other (PH, G4↑) was in the group deemed least likely to succeed. This latter young man was the only black student interviewed in the Twenty Lives study. The vivid contrast of experiences and characteristics between these two illustrates how different can be the outcomes of students who may be products of the same school system. These differences, contrasted below, suggest that, indeed, we as a society must look deeper into our own lives if we wish to remedy the problems of the schools.

Chart 3

The contrasted achievements between a Group 1 $\frac{1}{2}$ student and a Group 4 $\frac{1}{2}$ student.

Student 1 (Group 1)	Student 2 (Group 4)
1. Did not finish h.s.; attended a learning center in order to get his GED.	1. Graduated from Northwestern with a degree in law.
2. Goals: Wanted to drive a truck; is presently unemployed.	2. Goals: Wanted to go to graduate school; wanted an intellectual career.
3. Lives at home with parents.	3. Lives away from home.
4. He does not feel secure, that he belongs; feels respected by his mother but not his father; feels moderately fulfilled, successful, and happy.	4. Feels highly secure, that he belongs, respected, fulfilled, successful, and and happy.
5. Watches TV over 10 hours per day on both weekdays and weekends.	5. Watches TV one hour or less during the week, no more than three hours on the weekend.
6. Named 17 interests and hobbies within a wide range of categories. When asked what he had done with these interests, he reported that he watches TV and movies, cooks, visits with friends, listens to music, rides around in cars, and is involved with a religious organization.	6. Named 5 hobbies and interests having to do with education, sports, religion, and being with friends; coaches a pennant winning varsity basketball team.
7. He does little reading in the area of his interests.	7. He reads material which corresponds to his interests.
8. He perceives his mother only as having provided supportive atmosphere during youth.	8. He perceived his parents as having helped him in every way possible as he was growing up.
9. He reads approximately 30 minutes per day.	9. He reads approximately 3 to 4 hours per day.
10. Is completely satisfied with his school experiences.	10. Is completely satisfied with his school experiences.
11. He does not perceive himself as having a childhood model.	11. He perceives several family members as having provided important childhood models.
12. He did not know the meaning of the word "perseverance." Upon learning the meaning, he had no idea what would make him persevere in the future.	12. He feels his entire career experience was the result of perseverance.
13. He reads only when interested.	13. He reads in areas of interest.
14. A religious organization has provided positive pressure. His father has exerted negative pressure.	14. Positive pressure came from his educational experience; negative pressure was internal.
15. His career direction consisted of getting a GED.	15. He had a clear career direction which involved various steps to its completion.
16. He is ambivalent as to how his values reflect those of his family.	16. His values reflect those of his family.
17. His goal for the coming year is finding a job.	17. His goals (graduation, bar exam, and joining a law firm) show a clear progression toward a larger goal.

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APPENDICES

- A. Research Chronology
- B. Procedures for 11th/12th Grade Sample Selection
- C. Investigator Letters
- D. Student and Parent Interview Questionnaires
- E. Parent Telephone Interview Notes
- F. Student Interview Tables (1-35)
- G. Parent Interview Tables (36-46)
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Appendix A
RESEARCH CHRONOLOGY

Appendix A

RESEARCH CHRONOLOGY

Study conducted	Grade level	Study title	Publication date
1964-1965	1	<u>Cedar Rapids (USOE) First Grade Study (See Bibliography for full title.)</u>	1965
1969-1970	6	<u>Later Achievement Study of Pupils Underachieving in Reading in First Grade</u>	1972
1972-1973	9	Continuation of the above study	Unpublished
1974-1976	11/12	<u>Juniors and Seniors: A Longitudinal Study of Pupils Who Were Low Readiness in First Grade (1964-1976)</u>	1978
1976-1978	11/12	<u>TWENTY LIVES: A Longitudinal Study of the Effects of 5 Variables on the Lives of 20 Students Who Were Low Readiness in First Grade (1964-1976)</u>	1978
1978-1980	14	<u>TWENTY LIVES REVISITED: A Longitudinal Study of the Impact of Literacy on the Occupations and Schooling of Students Who Were Low Reading Readiness In First Grade (1964-1978)--with Special Attention to Model, Motivation, Interest, Perseverance, and Pressure</u>	1980
1983	19	<u>TWENTY LIVES: Nineteen Years Later</u>	1985

Appendix B

PROCEDURES FOR 11TH/12TH GRADE SAMPLE SELECTION

Appendix B

PROCEDURES FOR 11TH/12TH GRADE SAMPLE SELECTION*

Two criteria were established in choosing the case-study students (1) the availability of complete transcribed taped student interviews and complete transcribed parent telephone interviews, and (2) the selection of 11th and 12th grade students whose general academic achievement (as recorded on their 9th grade Iowa Tests of Educational Development, ITED) showed the greatest contrast with their 1st grade Metropolitan Readiness Test (MRT) prognosis. The first criterion was not difficult to satisfy. The second, however, demanded time and considerable investigator judgment.

In attempting to meet the second criterion, a list of those 11th or 12th grade students (all low readiness when in 1st grade) who were interviewed by the investigator when they were in 11th or 12th grade (showing 52 achievers and 19 low achievers) was developed indicating the arrangement of their 1st grade MRT raw scores within the range of 10 to 60 -- the range necessary for inclusion in the 1965 First Grade Study (Reid and Beltramo). Other pertinent data were added to the list.

Next, the 52 9th grade achievers were divided into two groups: those with 1964 MRT raw scores from 1 to 39 and those with scores from 40 to 60. Group one received 27 students and group two 25. From each group five were chosen whose 9th grade ITED performance showed the greatest contrast with their 1st grade MRT prognosis. The same process was followed with the 19 low achievers (these students failed to score at or above grade level on any ITED subtest). Only five scored within the 40 to 60 range on the MRT, so all five became case-study subjects. Five others were chosen from the remaining 14 who had scores between 1 and 39.

This process produced four groups with five members that were classified as follows when in first and ninth grades (see Newman, 1978, p. 15)

<u>In First Grade</u>	<u>In Ninth Grade</u>
Group 1. Middle readiness	Low achievers
Group 2. Low readiness	Low achievers
Group 3. Middle readiness	High achievers
Group 4. Low readiness	High achievers

* Twenty Lives (1978), pp. 19-20.

Appendix C
INVESTIGATOR LETTERS

January 10, 1983

Parent address

Dear _____,

As you may recall, in 1978 I interviewed your son/daughter from a questionnaire pertaining to his/her experience since high school. This interview was part of a project begun in 1964 which examined ways of teaching reading to first graders. I found the information gained from the interview extremely useful in my work, and now I am interested in interviewing _____ again.

Since it is likely that _____ has moved since 1978, my assistant or I would like to phone you sometime within the next few days to verify his/her address and phone number. At the time of the call, we also wish to briefly interview you as to your feelings concerning the general life situation of _____ at the present time.

Sincerely,

Dr. Anabel Newman
Assistant Dean, School of Ed.
Director, Reading Practicum Center
Indiana University
Bloomington, Indiana

APN/hle

January 10, 1983

Address of respondent

Dear _____,

As you may recall, in 1978 you were interviewed by me from a questionnaire pertaining to your general life experiences since you left high school. This interview was part of a project begun in 1964 which examined ways of teaching reading to first graders. I found your responses interesting and informative, and now I would like to talk with you again.

My assistant and I are tentatively planning a short trip to Cedar Rapids during the last week in January (Jan. 25-29), and it would be most helpful if you could supply us with the following information:

1. Would you be able to meet with us for a short interview?

2. Would this meeting be more suitable during the week or on the weekend? _____
3. What would be the most convenient time for the interview?

4. Could you also send us a confirmation of your address and phone number? _____

If you would be so kind, simply return this letter with the desired information in the self-addressed, stamped envelope provided by January 19.

You will also find enclosed a questionnaire very similar to the one used in 1978, which will be used as a discussion guide. Please keep your copy for future reference.

(2)

I am looking forward to seeing you at the end of January. Thank you for your help.

Sincerely,

Dr. Anabel Newman
Assistant Dean, School of Ed.
Director, Reading Practicum Center
Indiana University
Bloomington, Indiana

APN/hle

Enc: stamped envelope
questionnaire

March 30, 1983

Address of respondent

Dear _____:

Thank you so much for your recent participation in answering questions about your progress since high school. I know that you are busy, but your responses are most helpful in developing a picture of what makes a difference in the careers and experiences of young people.

I wish you all the best in the years ahead!

Cordially,

Anabel P. Newman
Director, Reading Practicum Center
Asst. Dean for Administration

lrw

March 30, 1983

Parent address

Dear Mrs. _____:

I just wanted to let you know how much I appreciated your taking the time to be interviewed by me concerning _____'s general life experiences. I genuinely enjoyed talking to you and found your comments to be extremely enlightening. My only regret was that we were unable to meet in person, and who knows, someday that also may become a reality.

Thank you again for your help and kindness.

Sincerely,

Hope L. Elkins
Research Assistant to Dr. Anabel Newman
Indiana University
Bloomington

lrw

Appendix D

STUDENT AND PARENT INTERVIEW QUESTIONNAIRES

Student Questionnaire

Name _____

Phone _____

Date _____

Current Address _____

You have been selected to answer the following questions because of your special training in the first grade. Your answers will be helpful in regard to the question "What are significant influences in the lives of successful readers?" Your responses will remain anonymous.

1. What have you done in the four years since last we talked?

college _____	travel _____
vocational _____	special opportunities _____
job _____	armed services _____
marriage _____	other _____

describe:

2. a. Did you have career plans or other specific goals when you graduated from high school? yes _____ no _____ specify _____
- b. Since leaving high school, have your plans progressed as you intended? Explain.
3. What is your family situation now?

- a. living at home b. living away from home c. children

_____ engaged	_____ how many
_____ married	_____ sex (s)
_____ alone	_____ age (s)
_____ divorced	
_____ with someone	
_____ other	

4. Have there been changes in your immediate family?

_____ divorce _____ death(s) _____ birth(s) _____ remarriage

_____ other

5. a. If employed, what is your current income?

_____ \$1,000 or below	_____ \$8,000 - \$12,000	_____ \$18,000 - \$25,000
_____ \$1,000 - \$5,000	_____ \$12,000 - \$15,000	_____ \$25,000 - \$28,000
_____ \$5,000 - \$8,000	_____ \$15,000 - \$18,000	_____ \$28,000 - over

- b. Are you satisfied with your current income? yes _____ no _____ Comment.

(2)

6. In your present position, do you feel:

	low					high					
secure	0	1	2	3	4	5	6	7	8	9	10
that you belong	0	1	2	3	4	5	6	7	8	9	10
respected	0	1	2	3	4	5	6	7	8	9	10
fulfilled	0	1	2	3	4	5	6	7	8	9	10
successful	0	1	2	3	4	5	6	7	8	9	10
happy	0	1	2	3	4	5	6	7	8	9	10

7. How has your health been?

a. excellent b. good c. fair d. poor e. other

8. Where do you get news or other new information?

	yes	no	comments
a. television			
b. radio			
c. newspaper			
d. magazines			
e. word of mouth			
f. observation			
g. other			

9. Do you read the newspaper regularly? ___ yes ___ no ___ local
___ national ___ international

10. Which sections of the paper are your favorites? (Check as many as you like.)

___ news, politics	___ book reviews
___ sports	___ science
___ editorials, commentaries	___ medicine
___ life style	___ TV directory
___ art, theater, movie	___ weather
___ reviews	___ movie directory
___ fashion	___ humor (Erma Bombeck)
___ society pages	___ counseling (Ann Landers)
___ funnies	___ etiquette
___ how-to, crafts, hobbies	___ inspirational
___ other interests	___ astrology
___ crossword puzzles	___ ads (for _____)

(3)

11. How often do you attend movies?
 a. weekly b. bi-monthly c. monthly d. seldom e. never f. other
12. a. What are your favorite TV shows?
 b. Describe a typical weekday viewing day or evening
 c. Describe a typical weekend viewing day or evening.
13. Mark the two extremes which indicate the range of your TV viewing time.
 a. weekday (in hours) 0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9 . 10+
 b. weekend (in hours) 0 . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9 . 10+
14. Do you prefer movies or television? Explain.
15. Do you have Home Box Office? ____ yes ____ no
16. a. What are your current interests and hobbies?
- | | | | |
|--------------------|------------------|--------------------------|------------------|
| ____ television | ____ fishing | ____ hiking and camping | ____ photography |
| ____ movies | ____ reading | ____ watching sports | ____ collecting |
| ____ outdoor games | ____ cooking | ____ being with friends | ____ sewing |
| ____ car races | ____ animals | ____ physical fitness | ____ religion |
| ____ mechanics | ____ trips | ____ home improvement | ____ music |
| ____ education | ____ computers | ____ indoor games | ____ art |
| ____ handicrafts | ____ gardening | ____ civic organizations | ____ cars |
| ____ clubs | ____ electronics | ____ minibikes and/or | ____ others |
| ____ nature study | ____ riding | ____ motorcycles | |
| ____ video games | ____ horses | ____ dancing | |
- b. What have you done with your hobbies and interests lately?
17. Do you do much reading now? ____ yes ____ no
 What sorts?
18. What have you read in the past year?
- | | | |
|-----------------|-----------------------|-----------------------|
| ____ fiction | ____ reference books | ____ religious |
| ____ nonfiction | ____ hobby related | ____ counseling |
| ____ magazines | ____ business related | ____ training manuals |
| ____ textbooks | ____ sports related | ____ other |

(4)

19. How many books do you personally own now?

___ 1-100 ___ 100-200 ___ 200-300 ___ 300-400 ___ over 400 (specify)

20. Do you subscribe to any newspapers? ___ yes ___ no

21. Do you subscribe to any magazines? ___ yes ___ no

22. What kind of help was provided to you by your parents or other family members as you were growing up?

- | | |
|---|---|
| ___ took you to the library | ___ gave you a variety of experiences |
| ___ read books to you | ___ encouraged you to be creative and try new ideas |
| ___ provided books, etc. to read at home | ___ encouraged you to express your ideas |
| ___ purchased any materials that you needed | ___ gave you opportunities to make decisions |
| ___ rewarded you for good work | ___ gave you opportunities to travel |
| ___ set examples by their own reading | ___ provided a warm, loving atmosphere in which to work |
| ___ typed paper/reports for you | ___ tried to make your experiences successful |
| ___ required that you spend time regularly on homework* | ___ let you take responsibility within the family |
| ___ had a good attitude toward school and education | ___ encouraged you to reach out to new experiences and people |
| ___ discussed your school progress with your teacher | ___ taught a strong set of values |
| | ___ encouraged spiritual growth by religious training |

23. Do you belong to a book club? ___ yes ___ no

24. a. Which of the following types of reading do you enjoy?

- ___ reading for fun/enjoyment
- ___ reading to learn
- ___ reading to do
- ___ reading for personal growth
- ___ reading to escape
- ___ reading for spiritual growth/inspiration
- ___ other

b. On a usual day, how many minutes would you estimate that you spend reading in each of the above areas?

*Describe kind of help given.

(5)

25. a. Check the following sources from which you use information.

☐ notes, letters, or memos	☐ dictionaries
☐ forms	☐ manuals
☐ charts	☐ technical references
☐ maps	☐ domestic references
☐ patterns or	☐ computers
blueprints	☐ other
☐ telephone directories	
☐ catalogs	

- b. Why did you use the checked sources?

26. Look at the following chart, and check the box which indicates your feelings now about your high school experiences.

satisfied dissatisfied ambivalent unsure comments

Academic pro-
gress

Academic elec-
tives

Social affairs

Extracurricular
activities

27. If given a choice, would you rather

☐ watch TV	☐ read
☐ listen to the radio	☐ attend a movie

28. Model

- Whom do you now perceive as your most important childhood model with regard to reading?
- Do you have anyone who serves as a model for you now?
- Do you think you serve or have served as a model for anyone else in reading? Explain.

29. Motivation

- What motivates you to read now?
- Has your motivation for reading changed in the last two years?

(6)

30. Interest

- a. Have your reading interests changed in the last two years?
- b. Do you feel your personal interests affect your reading habits?
How?

31. Perseverance

- a. What does perseverance mean to you?
- b. Can you identify tasks or situations in which you have persevered within the past two years?
- c. What would motivate you to persevere in the future?

32. Pressure

- a. What kinds of positive pressure have you been aware of in the past four years?
- b. What kinds of negative pressure have you been aware of in the past four years?
- c. Would you say that pressure has played a significant part in your life? ☐ yes ☐ no Explain.

33. Career directions

- a. Why did you decide to attend college?, go to work?, enter the armed forces?
- b. If you attended college, answer the next 6 questions.
If not, skip to item c.
 - 1) How did your college plans work out?
 - 2) What did you discover about yourself in 4 years of academic training?
 - 3) Were you required to do a lot of reading? Writing?
Discuss.
 - 4) How much time did you spend per week in the library?
In hours . 1 . 2 . 3 . 4 . 5 . 6 . 7 . 8 . 9 . 10 . 11 . 12 . 13+
 - 5) Did you have time to read for pleasure?

(7)

c. If now employed,

1) What type of reading do you do on your job?

___ following directions (same each day)

___ mail

___ technical manuals

___ job related journals or magazines

___ other

2) How did you learn to do written tasks on the job?

3) How did you learn to do reading tasks on the job?

d. If you are in the military,

1) What type of reading do you do in the military?

___ correspondence/memos

___ technical manuals/orders

___ officer training manuals

___ bulletins/reports

___ computer printouts/accounting spread sheets

___ other

34. Values

a. Do you feel your values reflect those your family held when you were growing up? How?

b. Have you noticed a change in your values within the last two years? If so, why did it occur?

c. How have your values affected your life in general and your reading habits in particular?

35. What are your goals for the coming year?

Parent Questionnaire *

Parent's name _____

Date _____

1. Over the years what do you feel were the most significant influences on _____'s reading ability?
2. Over the years, what do you feel were the most significant influences on _____'s success in general?
3. Specify the role you feel the following have played in his/her life.

Model

Low sig. 1 2 3 4 5 high sig.

Motivation

Low sig. 1 2 3 4 5 high sig.

Interest

Low sig. 1 2 3 4 5 high sig.

Perseverance

Low sig. 1 2 3 4 5 high sig.

Pressure

Low sig. 1 2 3 4 5 high sig.

4. What kind of help did you offer his/her as s/he was going through school?
5. About how many books do you have in your home?
6. What sorts of books are they?
7. To how many periodicals do you subscribe?
8. Which do you read?
9. Do you think reading is becoming more or less important in life today? Why?
10. What do you expect your son/daughter will do during the next five years?

*These ten questions are summarized as questions 36-46 in the findings, conclusions, and recommendations sections of the study.

Appendix E

PARENT TELEPHONE INTERVIEW NOTES

19th-Year Followup

PARENT INTERVIEW
 Mrs. P, Mother of JB
 February 12, 1983

G1

1. Over the years what do you feel were the most significant influences on J's reading ability?

"J was always interested in things and a go-getter. In a way, competition with his big brother was a big influence. Also, a lot of people cared, like teachers and friends. His time in the service also helped."

2. Over the years what do you feel were the most significant influences on J's success in general?

"He accomplished a lot while in the service. The experiences matured him. He was always just a good kid."

3. Specify the role you feel the following have played in J's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"I really don't know. Probably my dad and grandfather (J's maternal grandfather and great grandfather) had the most influence on J. There are so many similarities between J and these men. Dad loved children. He was caring and could talk sensibly with the boys. When I had trouble with the children, I often talked with my dad. He died six years ago when he was 72."

Mrs. P felt that her third husband may have been a positive influence on J (a view perhaps not altogether supported by J). Mrs. P also mentioned a high school boy who was part of a Big Brother-type program. He was helpful to J and his older brother. He visited the family frequently and still keeps in touch.

Motivation: 1 2 3 4 5

"I really don't know what motivated J. Maybe encouragement from me, my dad, and my present husband. He came from a loving home."

Interest: 1 2 3 4 5

"J had few interests in high school -- except maybe chess. He was fairly interested in sports."

Perseverance: 1 2 3 4 5

"When J sets his mind to anything, he does it. He has always been like that. His 4th grade teacher was so impressed by this

19th-Year Followup

PARENT INTERVIEW
Mrs. P, Mother of JB
February 2, 1983, Page 2

that he told me J would do well in business. Now he manages a 7-11 store. By the time he got to junior and senior high school he was completely independent. He enjoyed fulfilling his responsibilities at home. When they went to Sunday School, J and his brother would leave early. J would go home and sometimes straighten the furniture, clean the house, and have lunch ready by the time the rest of the family got home."

Pressure: 1 2 3 4 5

"J was not pressured by his parents or by others. The only thing I asked of the children was to graduate from high school. They all did -- even the three special education kids -- except the youngest who is only eight. I told them that if any wanted to go to college, we would see."

4. What kind of help did you offer J as he went through school?

"I was there if he needed help, but he seldom asked. If there were any questions about school, I would go and check on the situation."

5. About how many books do you have at home?

"Under 50."

6. What sorts of books are they?

"Encyclopedias, dictionaries, the Bible."

7. To how many periodicals do you subscribe?

"When the boys were younger we subscribed to Sports Illustrated. We now subscribe to Field and Stream because my husband, who is disabled, is interested in it. We also subscribe to Playmate and Boys Life for our younger son."

8. Which do you read?

"I sometimes read House and Garden and Women's Day which I get at the newsstand. I've just purchased some books on writing -- I've been interested in writing for some time (mostly children's books and poetry).

19th-Year Followup

PARENT INTERVIEW
Mrs. P, Mother of JB
February 2, 1983, Page 3

9. Do you think reading is becoming more or less important in life today and why?

Mrs. P couldn't comment on the general population, but reading had become more important to her now that she was less busy with her children. She has developed an interest in self-help books. She fears about being left alone because of her husband's poor health.

10. What do you expect J will do during the next five years?

" I really don't know. We just take one day at a time."

Comment: Mrs. P. seems a pleasant woman content in her role as wife and mother. She has no desire to work outside the home. She loves her eight children (ages 8 to 29), especially the twins (J and his sister). She is also proud of her five grandchildren.

Mrs. P was especially influenced by the men in her life. Her mother died when she was two, so her father raised her. He also helped raise her family during the periods of divorce (she has had three husbands). Mrs. P. quit school in the 9th grade and 18 years old. She felt too old for the other children. She doesn't seem sorry that she did not finish school. She is glad she had eight children -- which is not surprising since she herself came from a family of twenty children (11 by her mother and 9 by her father from another marriage)!

Many times Mrs. P. stressed how J was loved by many people. He was married in September of 1982 and is now raising his two step-children.

19th-Year Followup

PARENT INTERVIEW
 Mrs. Q, Mother of CQ
 January 25, 1983

G1

1. Over the years what do you feel were the most significant influences on C's reading ability?

"She reads more now than ever. She reads to her kids, and they love it. She has two beautiful children: a boy 4 and a girl just 1.

2. Over the years what do you feel were the most significant influences on C's success in general?

"Her upbringing. We were very strict. Both kids did everything at home. I worked."

3. Specify the role you feel the following have played in C's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5 *

Mrs. Q feels she was not a model where reading is concerned. What C learned was that parents have to work and thus the children had to assume lots of personal responsibilities. C works at the Palo Bank and also with money at K Mart. Mr. Q works for Pepsi as a route man. Neither parent has had a college education.

Motivation: 1 2 3 4 5

Interest: 1 2 3 4 5

C does fancy work, goes bowling, plays cards, has good times with friends in Palo from the JC's, enjoys dancing and playing bingo -- all things kids generally like to do.

Perseverance: 1 2 3 4 5

Pressure: 1 2 3 4 5

4. What kind of help did you offer C as she went through school?

"We helped as much as possible, such as looking up information in the encyclopedia and giving her a car for work experience."

* 1 = reading model; 4 = work model.

19th-Year Followup

PARENT INTERVIEW
Mrs. Q, Mother of CQ
January 25, 1983, Page 2

5. About how many books do you have at home?

About 100.

6. What sorts of books are they?

An encyclopedia, books about woodworking and crafts, but no literature (novels, poetry, and the like).

7. To how many periodicals do you subscribe?

"None."

8. Which do you read?

"None."

9. Do you think reading is becoming more or less important in life today and why?

"More important. You really can't know too much, particularly about laws and income tax. I wrote to my congressman to complain about the situation."

10. What do you expect your daughter will do during the next five years?

"The same as she is doing now."

Comment: Mrs. Q is obviously proud of C's life style.

19th-Year Followup

PARENT INTERVIEW
 Mrs. K, Mother of MK
 February 12, 1983

G1

1. Over the years what do you feel were the most significant influences on M's reading ability?

"Just by doing it. He didn't really like to read, but he will read things he is interested in."

2. Over the years what do you feel were the most significant influences on M's success in general?

"He isn't really successful. He can't find a job. He went to school to learn carpentering, but he can't find work. Right now he is doing anything he can find."

3. Specify the role you feel the following have played in M's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"Probably the biggest influences in his life now are two leaders in the Youth for Christ group to which M belongs. These men have taken M under their wings. One of M's junior high teachers had a big effect on him. M felt he was somebody he could talk to. They still get together after all these years.

Motivation: 1 2 3 4 5

Mrs. K feels the Youth for Christ (YFC) group is a highly significant motivating factor in M's life. He is now an assistant leader in the group. They go on skiing and camping trips in Canada as well as canoeing trips. The group helps young people in trouble. One day M and a friend skipped high school and were caught on the railroad tracks. They were referred to the YFC and M has been involved with the group ever since.

Interest: 1 2 3 4 5

Mrs. K says M has a short attention span, and so doesn't seem to hold interests very long. His main interests are the YFC, collecting stamps (he has quite a few), and collecting rocks.

Perseverance: 1 2 3 4 5

M has little ability to persevere says Mrs. K. If he is uninterested in something "he couldn't care less."

19th-Year Followup

PARENT INTERVIEW
 Mrs. K. Mother of MK
 February 12, 1983, Page 2

Pressure: 1 2 3 4 5

Mrs. K feels M has been under a lot of pressure all his life. He has always felt he could not measure up to the accomplishments of his older brother or meet the expectations of others. Mrs. K tried to get him into a special education class when he was younger, but she was told his IQ was too high. Later it was discovered that he had Addison's disease which was probably the cause of many of his problems.

4. What kind of help did you offer M as he went through school?

We helped him with his homework and gave him money for materials.

5. About how many books do you have at home?

"Over 100." (I would question this. apn)

6. What sorts of books are they?

"All different kinds -- old textbooks, old books in general. M is interested in collecting them. We don't own many new books."

7. To how many periodicals do you subscribe?

None.

8. Which do you read?

Mrs. K doesn't read periodicals much. Now and then she reads Reader's Digest, Good Housekeeping, or Women's Day because she likes the articles or wants ideas she can use in her home.

9. Do you think reading is becoming more or less important in life today and why?

"I don't read much -- I don't have the time. I would rather knit, crochet, or work puzzles than read."

10. What do you expect M will do during the next five years?

"He will probably stay at home and still be looking for work unless something happens. He'll look for carpentry work."

19th-Year Followup

PARENT INTERVIEW
Mrs. K, Mother of MK
February 12, 1983, Page 3

Comment: Mrs. K had a matter-of-fact, pessimistic attitude about her son. She appeared defeated by M's situation and thus unable to strive for improvement. It was obvious that Mrs. K loved her son, but her expectations for his future were meager. However, she seemed a pleasant person.

19th-Year Followup

PARENT INTERVIEW
 Mrs. C, Mother of RC
 February 12, 1983

G1

1. Over the years what do you feel were the most significant influences on R's reading ability?

"In about the 3rd or 4th grade R began to get more interested in reading. She has never been as interested as her brothers and sister. She had trouble with reading at first. Possibly speech therapy helped her."

2. Over the years what do you feel were the most significant influences on R's success in general?

"After she got out of school, she liked her job. She gets along better with the outside work. Getting a good job helped her become successful. During school she had an avid interest in sports. Sports gave her many good experiences and helped her get along with people. She also had to do well in school in order to be on the team. She has never been a studious person, so sports were a big influence."

3. Specify the role you feel the following have played in her life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"R has always been close (too close) to her younger sister who is 2 years younger. When her sister married, R had difficulty adjusting. A lady R worked with in the law firm was a big influence on her. They are still friends."

Motivation: 1 2 3 4 5

"Probably her stubbornness is her chief motivation. She has always wanted to do what nobody thought she could do. She was determined to do things her parents didn't really want her to do -- like accept her present job."

Interest: 1 2 3 4 5

"R has always had a deep interest in sports. She played basketball in college. In fact, she did just about everything in sports. She was always very active in sports-related activities in school. She still plays softball and tennis. She is also interested in decorating. She could have made this her career if she had wanted."

19th-Year Followup

PARENT INTERVIEW
 Mrs. C, Mother of RC
 February 12, 1983, Page 2

Perseverance: 1 2 3 4 5

See "Motivation."

Pressure: 1 2 3 4 5

"She has always been under a lot of pressure most of which she brought on herself. She is a perfectionist and has always expected too much of herself. Also, she is a neatness freak. R would never put on an outfit that was not freshly ironed.

4. What kind of help did you offer R as she went through school?

Mrs. C. was vague about answering this question. She said they had a large family (1 boy, 4 girls) and couldn't really remember any specifics; however, they did expect good grades from the children. R's younger sister, who got all A's, helped her quite a bit.

5. About how many books do you have at home?

Under 50.

6. What sorts of books are they?

"Encyclopedias, dictionaries -- that kind."

7. To how many periodicals do you subscribe?

"Three or four."

8. Which do you read?

Better Homes and Gardens and Reader's Digest.

9. Do you think reading is becoming more or less important in life today and why?

"Reading is becoming more important, but people are doing it less. Nowadays TV takes up our time. Reading helps you keep up with things."

10. What do you expect R will do during the next five years?

"She said she kind of wondered about that herself. I expect she will be where she is now."

19th-Year Followup

PARENT INTERVIEW
Mr. R, Father of CR
February 12, 1983

G2

1. Over the years what do you feel were the most significant influences on C's reading ability?

"She was interested in it."

2. Over the years what do you feel were the most significant influences on C's success in general?

"She worked hard and studied hard. Everybody who does that succeeds."

3. Specify the role you feel the following have played in her life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mr. R. said he didn't know, but he supposed her parents had a lot to do with it. He said I would have to ask her. It was her mind. "It don't interest me."

Comment: At this point Mr. R began to get upset. He said the questions were dumb, and they didn't interest him in the least. He finally said he wasn't going to talk anymore and the interview terminated.

19th-Year Followup

PARENT INTERVIEW
 Mrs. F, Mother of DF
 February 8, 1983

G2

1. Over the years what do you feel were the most significant influences on D's reading ability?

"I don't know. As he grew older, he felt it was more important to learn. He knew he would have to read to get along in this world. Just the fact he was growing up was an influence."

2. Over the years what do you feel were the most significant influences on his success in general?

"I really don't know. Probably because we kept telling him he needed to study. Dad and I kept saying he had to get an education."

3. Specify the role you feel the following have played in D's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

The only model Mrs. F could think of was D's father. D worked with his dad (a mechanic) 5 or 6 years through high school. D met and talked to all kinds of people. Mrs. F felt these experiences helped bring D out of his shyness and taught him to love mechanics. Mrs. F told how D would go down into the garage below their house even as a very young boy and help his dad. Also, D had a close boy friend with whom he played and enjoyed teasing. Now D makes friends easily.

Motivation: 1 2 3 4 5

According to Mrs. F D has always been ambitious and hard working. She thinks it was inborn. The whole family is like that. Mrs. F said she could not stand to be idle.

Interest: 1 2 3 4 5

D has always been interested in mechanics and other hands-on activities. He can work with air conditioners, does welding and plumbing, can rebuild washers and driers, enjoys electrical work as well as wood construction.

Perseverance: 1 2 3 4 5

D was always determined. He felt he could whip any job he undertook.

19th-Year Followup

PARENT INTERVIEW
 Mrs. F, Mother of DF
 February 8, 1983, Page 2

Pressure: 1 2 3 4 5

Mrs. F said her husband rarely pressured D, but she pressured him to get a good education. The parents were strict with their children. They could not date until they were 16.

4. What kind of help did you offer D as he went through school?

"He didn't participate in the arts. He loved to dance but was shy. He was in high school track but never wanted his parents to watch him. His younger brother is just the opposite about performing." The parents did not help much with homework besides pushing him to get it done. "He never asked for help at home." The mother feels D was a good student even though he brought home some poor grades.

5. About how many books do you have at home?

"Probably between 100 and 200. More now than when the kids were at home. Even though there weren't many books around, the kids brought books from the school library. So there were always books around the house. D read many books."

6. What sorts of books are they?

Reference and story books, collections of nursery rhymes, Dr. Seuss stories. "These are the books the kids grew up with."

7. To how many periodicals do you subscribe?

Several were mentioned: Motor Service, Transmission Digest, The Reader's Digest, Popular Mechanics, Biblical Archeology Review, Science, Fishing World, Mechanics Illustrated, Popular Science, Fate (a magazine of unexplained mysteries). They also have books about the Bible and UFOs. (See also answer to Q. 3 below.)

8. Which do you read?

Mrs. F said she reads a lot "because it keeps my mind active." She especially likes scientific and quasi-religious material. Mrs. F mentioned Strangers Among Us, Mysteries of the Unexplained, and Oahste which she is reading now (a book published in England and supposedly written by angels! It discusses religious philosophies, religious history, and history of the world 24,000 years ago. She was very enthusiastic about the book.)

19th-Year Followup

PARENT INTERVIEW
Mrs. F, Mother of DF
February 8, 1983, Page 3

9. Do you think reading is becoming more or less important in life today and why?

"Very much more important. The world is changing. It has changed from farming, through the industrial revolution, on to science, and now to computer science where mental processing is valued."

10. What do you expect D will do during the next five years?

Mrs. F didn't know but she hopes D will want to get more education. D's wife works for Iowa Electric, and part of her benefits include taking college work paid for by the company. They are both talking about getting more education. It all depends on D's growth -- how his ideas change. "Change comes with age."

Comment: Mrs. F was interesting to talk with. She has many interests -- some a bit exotic. She was philosophical in out-look and appeared religious in a nontraditional way. The Fs have 5 children. Mr. F is 66 and is not so venturesome as his son in mechanical endeavors. The father has had a good influence on the family, however. Mrs. F, who is 57, appears to be the chief mover. She is proud of her children, none of whom smokes or uses drugs. D's sister was in the National Honor Society, and one brother attended college for 4 years. D has mainly directed his energies to working with his hands -- areas in which he seems successful.

19th-Year Followup

PARENT INTERVIEW
 Mrs. L, Mother of EL
 January 18, 1983

G2

1. Over the years what do you feel were the most significant influences on E's reading ability?

"Oh, heavens, I have no idea."

2. Over the years what do you feel were the most significant influences on E's success in general?

E lives at his parents' home, works at Midcontinent Bottlers, and attends night school at Kirkwood Community College where he is studying computer programming. He has completed one year of communications and electronic service and two years of electronic maintenance.

3. Specify the role you feel the following have played in E's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

*The 2 relates to reading; the 5 to electrical interests. E's father has probably been his greatest model -- especially in electronics. E has had acquaintances in the field of electronics he could turn to for help.

Motivation: 1 2 3 4 5

"Probably E's deep interest in electronics is his chief motivator. He works with TVs and stereos." He is also interested in mechanics: at present he is putting in a new cam shaft and rear axle in the family car and restoring other worn parts. "E always has to be doing something."

Interest: 1 2 3 4 5

See above.

Perseverance: 1 2 3 4 5

Pressure: 1 2 3 4 5

4. What kind of help did you offer E as he went through school?

"I did very little because I've been out of school for a long time. As stated before, his father gave him much help in his electronic work."

19th-Year Followup

PARENT INTERVIEW
Mrs. L, Mother of EL
January 18, 1983, Page 2

5. About how many books do you have at home?

"We have a lot but just got rid of some. E kept all his books from his computer classes. We may have over one hundred books. Our home is very small."

6. What sorts of books are they?

Hot Rod magazine and others (see below).

7. To how many periodicals do you subscribe?

Mother-In-Law, Good Housekeeping, Hot Rod, and various mechanics and electronics magazines.

8. Which do you read?

"The ones to which I subscribe." Probably Mother-In-Law and Good Housekeeping.

9. Do you think reading is becoming more or less important in life today and why?

Mrs. L feels that reading is much more important than TV, and that people should be doing more reading.

10. What do you expect E will do during the next five years?

"He wants to be an electrician but hasn't been hired yet." The family feels it is "who you know" that determines if you get a job. They feel E would get a job quicker if he were the son of an electrician.

Comment: It would appear that E's family are loving and supportive.

19th-Year Followup

PARENT INTERVIEW
 Mrs. U, Mother of DU
 February 10, 1983

G2

1. Over the years what do you feel were the most significant influences on D's reading ability?

"I'm not sure -- probably his grade school years. He went to a special summer school which I think may have helped him."

2. Over the years what do you feel were the most significant influences on D's success in general?

"He was pretty good in everything; he was interested in sports as well as academics."

3. Specify the role you feel the following have played in D's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mrs. U could not think of any specific models in D's experience unless it be the professional football players whose careers he followed.

Motivation: 1 2 3 4 5

"D's main motivation was sports. He wanted to do the best he could. He was successful in sports, and the goals were important to him. He always tried to do the best he could."

Interest: 1 2 3 4 5

"He is now interested in basketball. Also, he likes children and would some day like to be a coach or physical education instructor. He has a degree in education."

Perseverance: 1 2 3 4 5

"D usually stays with whatever he attempts to do. He has tried out for all kinds of sports."

Pressure: 1 2 3 4 5

Mrs. U said she never pressured D. He usually did things on his own and she went along with it.

4. What kind of help did you offer D as he went through school?

"I tried to help in whatever way possible. I encouraged him and tried to be there in any way and at any time."

19th-Year Followup

PARENT INTERVIEW
Mrs. U, Mother of DU
February 10, 1983, Page 2

5. About how many books do you have at home?

Under 50.

6. What sorts of books are they?

"Novels -- fiction."

7. To how many periodicals do you subscribe?

None.

8. Which do you read?

Mrs. U said she sometimes reads a periodical if she is interested, but she prefers short stories. However, she said she really didn't read very much.

9. Do you think reading is becoming more or less important in life today and why?

Mrs. U feels it is more important because it broadens the mind. "You can find out so many things through reading that you can't discover through direct experience."

10. What do you expect D will do during the next five years?

"He is still interested in his basketball. Eventually he will be in the teaching profession."

Comment: Mrs. U has three children -- the oldest 27, the youngest 23. She feels guilty that she doesn't like to read. She likes doing things around the house, baking, watching TV and having family gatherings. Overall she seems to feel inadequate and dissatisfied with herself. During the interview she kept apologizing for her performance. She appeared to be a good mother, however. She said D was in Australia because some talent scouts had invited him to try out for two professional US teams and he didn't make the teams. So when an Australian team ask him to play with them, he accepted. This team is not set up in the same way as the US professional teams. He seems happy, Mrs. U said, and is having some good experiences.

19th-Year Followup

PARENT INTERVIEW
 Mrs. C, Mother of TC
 February 2, 1983

G2

1. Over the years what do you feel were the most significant influences on T's reading ability?

T was home a lot, but she and her father didn't get along, so T read to escape. Her mother read a great deal.

2. Over the years what do you feel were the most significant influences on T's success in general?

T is highly self-directed because she wants to have a better life than her parents had.

3. Specify the role you feel the following have played in T's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Motivation: 1 2 3 4 5

Her two children (the 2nd is 3 weeks old) are T's main motivation.

Interest: 1 2 3 4 5

Perseverance: 1 2 3 4 5

Pressure: 1 2 3 4 5

The mother encouraged but exerted no real pressure.

4. What kind of help did you offer T as she went through school?

"I tried to help, but I didn't know algebra."

5. About how many books do you have at home?

Over 300.

6. What sorts of books are they?

Novels (the classics and historical novels).

7. To how many periodicals do you subscribe?

None.

19th-Year Followup

PARENT INTERVIEW
Mrs. C, Mother of TC
February 2, 1983

8. Which do you read?

None.

9. Do you think reading is becoming more or less important in life today and why?

"More. The economy demands it. Reading promises an escape from rough times."

10. What do you expect T will do during the next five years?

"She will be raising her kids, then working in another four years or so. She wants her own crafts shop. She likes making things."

Comment: T's husband works for Rockwell International Space. She met him in Florida.

19th-Year Followup

PARENT INTERVIEW
 Mrs. H, Mother of TH
 February 12, 1983

G3

1. Over the years what do you feel were the most significant influences on T's reading ability?

"T went to the library often and read at home."

2. Over the years what do you feel were the most significant influences on T's success in general?

Mrs. H feels T has a good personality. He used to be shy, but isn't anymore. Perhaps his two highly talkative brothers encouraged T's shyness-- "he never had a chance to say anything." His freedom from shyness came after he left school.

3. Specify the role you feel the following have played in T's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"He had one teacher in high school who was an influence on T. He was always good in science." Teachers, Mrs. H felt, were probably a positive influence on her shy son.

Motivation: 1 2 3 4 5

Mrs. H felt that T's brothers were a great influence on T because the brothers were always in competition with each other.

Interest: 1 2 3 4 5

"He has always been interested in science. He likes computer-type things. He also likes to read."

Perseverance: 1 2 3 4 5

"T does not have enough perseverance. It's not that he isn't a good worker -- he works hard on his job. But he is more persevering when doing things he is interested in."

Pressure: 1 2 3 4 5

Mrs. H couldn't think of any significant pressures T had encountered while growing up.

4. What kind of help did you offer T as he went through school?

"A lot. I helped him with reading and spelling. It seems the teachers didn't teach phonics. I now give books to my grandchildren."

19th-Year Followup

PARENT INTERVIEW
Mrs. H, Mother of TH
February 12, 1983, Page 2

5. About how many books do you have at home?

About 300.

6. What sorts of books are they?

Encyclopedias, adult and children's books, and "old books."
The family belongs to the Better Homes and Gardens Book Club.

7. To how many periodicals do you subscribe?

"Three or 4 at least. Some we buy on the newsstand." (Exs.:
Ladies Home Journal, Reader's Digest, and TV Guide.)

8. Which do you read?

"Almost all of them."

9. Do you think reading is becoming more or less important in life today and why?

"I think maybe more -- I don't know. The people I'm around read a lot."

10. What do you expect T will do during the next five years?

"I don't know -- perhaps go back to school."

Comment: Mrs. H. is the mother of three children who are one year apart in ages. She works as an operator on a computerized switchboard. She doesn't like the work. Mrs. H was a pleasant person to talk with but a little vague with her answers. She did say she is a book lover and reads a great deal.

19th-Year Followup

PARENT INTERVIEW
 Mrs. G, Mother of DG
 January 26, 1983

G3

1. Over the years what do you feel were the most significant influences on D's reading ability?

"D received no help from home. However, she has always liked books -- especially about animals, horses, and nursing. She has liked books since her infancy. I often read to her when she was young. Her aunt gave D many books.

2. Over the years what do you feel were the most significant influences on D's success in general?

"D will be successful once she gets her feet on the ground. She studied hard to become a Licensed Practical Nurse (LPN). She worked part-time while in school and graduated in 1982." D's desire to make something of herself supported this success.

3. Specify the role you feel the following have played in D's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mrs. G felt she was sometimes a positive and sometimes a negative model for D. D, however, feels her mother was a strong positive model in her life. Because of her mother, D developed at an early age a liking for older people. She used to go to a nursing home with her mother who worked there as a nurse for about ten or fifteen years. Physical problems finally prevented Mrs. G from continuing this work.

Mrs. G often helped her daughter care for orphaned animals -- dogs, rabbits, birds. Mother and daughter obviously worked well together. D developed an interest in horses through her uncle who is a doctor. He was responsible for helping D finish her education when family finances seemed slim. D now lives near her uncle in a town in South Carolina.

Motivation: 1 2 3 4 5

Her career plans are her chief motivation.

Interest: 1 2 3 4 5

Although Mrs. G could think of no special interests in D's life, it is obvious that nursing and animals play an important part in D's life.

19th-Year Followup

PARENT INTERVIEW
 Mrs. G, Mother of DG
 January 26, 1983, Page 2

Perseverance: 1 2 3 4 5

Mrs. G felt that D's strong desire to make something of herself has made D very persevering. Most of Mrs. G's own family were undereducated -- they did not graduate from high school -- and D did not want to follow this pattern. Her parents stressed the importance of an education. In turn, D wants her family to be proud of her.

Pressure: 1 2 3 4 5 *

Mrs. G said she did not pressure D in school but her husband did. They both told D she could succeed, but to be a nurse required study. "If you're going to do it, do it. Don't just think about it.!"

4. What kind of help did you offer D as she went through school?

"Her father helped D a lot, but I couldn't understand the lessons. Two of D's friends were a great help with homework. She is still friends with one of these girls; they grew up together."

5. About how many books do you have at home?

"Probably more than 100."

6. What sorts of books are they?

Mrs. G's answer was a bit ambiguous. She did mention encyclopedias and novels.

7. To how many periodicals do you subscribe?

Good Old Days (a gift from a relative) and carpentry magazines for Mr. G.

8. Which do you read?

Besides Good Old Days Mrs. G also reads the newspaper. She said her husband loves to read. They do not go to the library. Mrs. G likes "spooky books" and books about animals. She mentioned two books about pets published by the Reader's Digest.

* 1 = mother; 4 = father.

19th-Year Followup

PARENT INTERVIEW
Mrs. G, Mother of DG
January 26, 1983, Page 3

9. Do you think reading is becoming more or less important in life today and why?

Mrs. G feels reading is important if you have the time -- especially considering all the trouble in the world today.

10. What do you expect D will do during the next five years?

"Work as an LPN for a couple of years, then as a regular nurse. She will probably stay in the south (SC) and not get married -- she is too interested in her work."

Comment: Even though Mrs. G feels self-conscious about her lack of education, she has been a positive influence on her daughter. Mrs. G boasts of her Irish heritage and calls herself "ornery." It is obvious, however, that she is kind and caring and has a direct manner of expressing herself. One of her hobbies is collecting salt and pepper sets -- she thinks she has over 1000! Mr. G works in sheet metal installing furnaces and air conditioning. In his spare time he works with wood - he makes decorative signs and has built a bookcase. Mrs. G thinks her husband is particularly talented in this area.

D's first job was working at St. Lukes Hospital at 14 as a candy striper. She has high blood pressure and gets upset easily. Two aunts worked in nursing homes. One aunt even owned a nursing home.

19th-Year Followup

PARENT INTERVIEW
 Mrs. S, Mother of VS
 January 25, 1983

G3

1. Over the years what do you feel were the most significant influences on V's reading ability?

She was read to when very young, and she always liked books.

2. Over the years what do you feel were the most significant influences on V's success in general?

Her father set high goals and pushed her in general.

3. Specify the role you feel the following have played in V's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

V's father reads quite a bit and "knows the answers to questions." Her mother doesn't like to read. Mrs. S "missed school during childhood." She feels she stumbles as a thinker -- "as dumb as I am."

Motivation: 1 2 3 4 5

Interest: 1 2 3 4 5

Perseverance: 1 2 3 4 5

The parents set rules for their children (hours for study, etc.).

Pressure: 1 2 3 4 5

4. What kind of help did you offer J as she went through school?

Mrs. S. offered help when needed. V often asked her mother questions. Her father helped V with her homework.

5. About how many books do you have at home?

Over 100.

6. What sorts of books are they?

Two sets of out-of-date encyclopedias, storybooks, books on nutrition and diet, and books about government (husband's interest).

19th-Year Followup

PARENT INTERVIEW
Mrs. S, Mother of VS
January 25, 1983, Page 2

7. To how many periodicals do you subscribe?

None.

8. Which do you read?

Diet and nutrition books, TV Guide, and The Enquirer. Mrs. S's brother is a chiropractor in California who has written Free Yourself From Back Pain. Mrs. S is trying to read it. This brother has given books to his niece, V.

9. Do you think reading is becoming more or less important in life today and why?

"I don't know. Maybe more important for older people. Don't know if the young have time."

"Last night my daughter told me about a young man who asked if she wanted to go to a party where drugs would be used. She said 'no' -- she wouldn't do that because of the possible future effects she'd read about." The young man said, "Oh, they can put anything in a book. Don't believe what you read. They say they can put anything in a book."

10. What do you expect V will do during the next five years?

"She will raise her family. Her husband is in the service going to school -- a secret service-type school."

Comment: V quit after two years of college. She met her husband in Cedar Rapids. The two families are good friends; the fathers work together at Collins. While at Clark College V was interested in music (piano and guitar). At one time she wanted to be an English teacher. But she is now in "seventh heaven" with two babies. There are five children in V's family. One brother is in Colorado, one in New Mexico with leukemia (he is 21), and one younger sister still in Cedar Rapids (she is 20).

19th-Year Followup

PARENT INTERVIEW
 Mrs. S, Mother of SK
 February 21, 1983

G3

1. Over the years what do you feel were the most significant influences on S's reading ability?

He had quite a lot of trouble in school. He was tutored from 2nd through 6th grade. Mrs. K feels this helped S immensely in spelling and reading. He wasn't dumb, she says, just not motivated.

2. Over the years what do you feel were the most significant influences on his success in general?

Mrs. K doesn't think S has been very successful. She mentioned his not going to college. He had one job he really liked -- a machinist at a plant. The job consisted of taking apart machines, drilling, and otherwise working with his hands. Mrs. K said he had to "be on the ball" because the work required being very precise.

3. Specify the role you feel the following have played in S's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

S's dad was his model; he taught him a lot. His dad taught the kids, all of whom are car buffs, how to fix cars.

Motivation: 1 2 3 4 5

Mrs. K felt S just woke up one day and decided to "get it together."

Interest: 1 2 3 4 5

Mrs. K didn't think S had any significant interests -- unless it be his interest in fixing cars.

Perseverance: 1 2 3 4 5

If S really wanted to do something, Mrs. K said, he would get it done. If he didn't want to, he wouldn't. She gave the example of how he completely tore down her car and rebuilt it. It took him five years, but he did it!

Pressure: 1 2 3 4 5

S was under little pressure when growing up. His dad, however, was the main source of pressure. He talked to S, which Mrs. K felt constituted positive pressure.

19th-Year Followup

PARENT INTERVIEW
 Mrs. K, Mother of SK
 February 21, 1983, Page 2

4. What kind of help did you offer S as he went through school?

Mrs. K instigated the tutoring mentioned under question 1. She felt it was a big mistake when she had the tutoring stopped. He simply would not work for his mother.

5. About how many books do you have at home?

Under 100.

6. What sorts of books are they?

A set of encyclopedias, books on photography and cars, etc. Mrs. K said she had very few books of her own because she was not a reader. The sitting required made me "antsy."

7. To how many periodicals do you subscribe?

Four.

8. Which do you read?

Ladies Home Journal, The Reader's Digest, Consumer Report, Consumer's Digest, and Better Homes and Gardens.

9. Do you think reading is becoming more or less important in life today and why?

Mrs. K thought this a tough question. She decided reading was less important because of TV -- which offers the news as well as interesting educational programs. She said she watched TV -- when she could stay awake.

10. What do you expect S will be doing in the next five years?

If the economy doesn't straighten out, he will be doing what he is doing now -- working in an independent Goodyear store in Texas. He wants to go back to work as a machinist. Mrs. K said a lot of the big plants in Cedar Rapids, like Collins, are moving or going out of business.

Comment: Mrs. K was the most talkative parent I have interviewed. She was very interested in the study -- and in talking! S is the youngest of three children. Her daughter went to the University of Iowa.

19th-Year Followup

PARENT INTERVIEW
 Mrs. J, Mother of JJ
 February 18, 1983

G3

1. Over the years what do you feel were the most significant influences on J's reading ability?

He probably wanted to be like the rest in his class. He was ashamed of being in the low reading group and was very proud when he advanced.

2. Over the years what do you feel were the most significant influences on J's success in general?

He was self-motivated because he didn't want to be like those classmates who didn't care.

3. Specify the role you feel the following have played in J's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 - 5

Mrs. J thinks J's father and brother were influential models. J's father went to Northwestern and his older brother to Drake. J's father is a design engineer at Amana. He received his degree in electrical engineering. J wanted to be like those classmates who went to college.

Motivation: 1 2 3 4 - 5

Again, J saw classmates who were not motivated, and he decided he didn't want to be like them. He also began to realize he could do things. For example, he was successful in school, especially in Spanish, English, and literature. J found that when he applied himself, he got good grades.

Interest: 1 2 3 4 5

Mrs. J. said one of J's problems was getting interested in something. One interest he did have was in writing. In fact, he used to write stories that were so good Mrs. J didn't think he had written them. J has been in retail marketing, but he is unemployed at the present. During this period he has taken up writing again.

Perseverance: 1 2 3 4 5

Mrs. J feels J is lacking in perseverance. If things don't work out right away, J gives up.

19th-Year Followup

PARENT INTERVIEW
Mrs. J, Mother of JJ
February 18, 1983, Page 2

Pressure: 1 2 3 4 5

J has received a substantial amount of pressure from his parents. If he could "get away" with things, he would. Also, J received some negative pressure from friends.

4. What kind of help did you offer J as he went through school?

Both parents tried to help, but until he wanted to go to college, J resisted learning. At about the age of 17, J decided he wanted to continue his education. His parents encouraged him to take extra classes to catch up and to use the library. Mr. J was able to help J in math.

5. About how many books do you have at home?

About 500.

6. What sorts of books are they?

"All kinds -- history, literature, novels, technical books, etc."

7. To how many periodicals do you subscribe?

Seven.

8. Which do you read?

Mrs. J said they tried to read all of them. They are mainly professional magazines relating to engineering, electronics, stocks and bonds, and nursing (Mrs. J. is a registered nurse).

9. Do you think reading is becoming more or less important in life today and why?

"More, because you can get only superficial knowledge from TV. One needs the newspaper. If you want in-depth information, you have to read. In addition, it is interesting to read."

10. What do you expect J will do during the next five years?

It depends on the economy, Mrs. J. said. There is so much competition. J wants to manage a store. She hopes this will be possible -- anything that makes him happy. She doesn't expect him to marry in the near future.

19th-Year Followup

PARENT INTERVIEW
Mrs. J, Mother of JJ
February 18, 1983, Page 3

Comment: Mrs. J has two sons, the older of which is near 30. She was quite articulate and seemed well educated. She was easy to talk with.

19th-Year Followup

PARENT INTERVIEW
 Mrs. W, Mother of CW
 February 10, 1983

G4

1. Over the years what do you feel were the most significant influences on C's reading ability?

"She enjoyed reading. She has always been very conscientious. She always made sure she did her homework. C is very religious. She started reading the Bible in junior high and still reads it quite a lot today.

2. Over the years what do you feel were the most significant influences on C's success in general?

"I would have to say her church. It has probably been the biggest factor in her life."

3. Specify the role you feel the following have played in her life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"Her church is her model."

Motivation: 1 2 3 4 5

"It just seemed like it was in her. As a little girl she would go to any lengths to get work done. Money -- nothing stopped her; whatever she was doing got done." Perseverance seems to be her motivation.

Interest: 1 2 3 4 5

"She has always been interested in music. When a child she took flute lessons. Her first flute was a cheap one. In junior high she bought and paid for an expensive flute with money earned as a paper carrier (delivered 100 papers) and a part-time waitress. She is still interested in music."

Perseverance: 1 2 3 4 5

See Motivation above.

Pressure: 1 2 3 4 5

"Her peer group pressured her; they often wanted her to do things she didn't think were right. We (the parents) also pressured her; we were strict and always wanted to know her whereabouts, her friends, and the like. This caused some problems. C began to think we didn't trust her."

19th-Year Followup

PARENT INTERVIEW
 Mrs. W, Mother of CW
 February 10, 1983, Page 2

4. What kind of help did you offer C as she went through school?

"We tried to help her with her homework, but she didn't need much help -- unless she wanted to go to the library, for instance. I helped out in Camp Fire Girls, and my husband and I tried to attend school programs and concerts. Mr. W went to the father-daughter banquets while C was a Girl Scout."

5. About how many books do you have at home?

"Less than 100; maybe 50."

6. What sorts of books are they?

"All different kinds -- westerns, mysteries, fiction."

7. To how many periodicals do you subscribe?

None.

8. Which do you read?

"Occasionally I pick up a magazine at the newsstand if someone mentions an article. Sometimes we read the Reader's Digest and National Geographic."

9. Do you think reading is becoming more or less important in life today and why?

"I don't know; I really couldn't say. My daughters are out of high school and married, but my 7th grade son is still at home. He is rather big and awkward so he doesn't play many sports. Reading has become a substitute for him. He reads all the time. I started reading the comics with my son when he was younger, and it has become a family tradition. My grandson is having difficulty with phonics in his first grade reading class."

10. What do you expect C will do during the next five years?

"During the past year C started working as a nurse's aide for Manpower. She is considering going back to school to get a medical-records certificate or to be a technician."

Comment: Mrs. W is the mother of 3 girls and 1 son. She seems a calm, collected person -- pleasant, not too talkative. She is proud of C's religious involvement. This is interesting since C thinks her mother disapproves of this involvement.

19th-Year Followup

PARENT INTERVIEW
Mrs. W, Mother of CW
February 10, 1983, Page 3

The parents expected the children to earn their own tuition for any post-high school education. They did pay for clothing and food, however. While C was in college, both parents wrote her letters regularly.

C worked in a nursing home in 1976-77 after high school and during college.

19th-Year Followup

PARENT INTERVIEW
 Mrs. C, Mother of LC
 February 11, 1983

G4

1. Over the years what do you feel were the most significant influences on L's reading ability?

I don't even know how to answer that. L has always liked a challenge. With school assignments L went to the library to find the material she needed. She has always been curious and will find what she needs to know by whatever means.

2. Over the years what do you feel were the most significant influences on L's success in general?

"The family has always had a limited income. The children were taught that they would have to work for what they wanted -- they grew up with this in mind. L was encouraged to continue her education. She has always been interested in law. She gets emotionally involved when she feels the law is not being used for good. The children have been taught to respect the property of others and have self-respect. Many young people today are not what they should be."

3. Specify the role you feel the following have played in L's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mrs. C was hesitant about who might have been models for L. Perhaps a friend in police work may have been an influence on L. A television program sparked her interest in law. It involved the story of a man who was the victim of a crime. When help from the law was not forthcoming, he took the situation into his own hands, was eventually apprehended, and was punished instead of the criminal. This program, seen while L was in high school, was the basis for L's enduring interest in law.

Motivation: 1 2 3 4 5

Mrs. C was unsure as to what may have motivated L. Although she always encouraged her daughters, Mrs. C did not feel she was a significant motivating force on L's activities.

Interest: 1 2 3 4 5

As said above, L's main interest was law.

13th-year Followup

PARENT INTERVIEW
 Mrs. C, Mother of LC
 February 11, 1983, Page 2

Perseverance: 1 2 3 4 5

"L is not a quitter; she gets discouraged sometimes too easily, but she will not give up. She wilts but revives. If she can't accomplish something one way, she'll try another."

Pressure: 1 2 3 4 5

"L was subjected to many pressures during junior and senior high school. She was a top student in her class, but was shy and found it hard to reach out. Some students called her 'teacher's pet.'"

4. What kind of help did you offer L as she went through school?

Mrs. C felt inadequate to help L, but she did offer support.

5. About how many books do you have at home?

"Over 100."

6. What sorts of books are they?

"Encyclopedias, set of history books, a dictionary, some novels, and others."

7. To how many periodicals do you subscribe?

"Two."

8. Which do you read?

"Few. Reader's Digest and Good Housekeeping." Mrs. C reads some romances now and then -- those that are short, light, and relaxing. She seemed a little guilty about this.

9. Do you think reading is becoming more or less important in life today and why?

"It is not more important because the possibility of doing other things is so prevalent. Most people don't like to set and read; they would rather be active -- boating or going to the movies. My home life is too active for much reading. Although I like to do a little of it."

19th-Year Followup

PARENT INTERVIEW
Mrs. C, Mother of LC
February 11, 1983, Page 3

10. What do you expect L will do during the next five years?

"She will be raising a family. She will have to work for a while, but she'd rather work part-time in order to be with her children."

Comment: Mrs. C is the assistant manager in the bakery at a Woolworths store. She has five children ranging from 18 to 27. Mrs. C is proud of L and thinks she is gifted. Mrs. C has definite opinions which she was quite willing to express. The husband was rarely mentioned.

3

19th-Year Followup

PARENT INTERVIEW
 Mrs. F, Mother of MF
 February 21, 1983

G4

1. Over the years what do you feel were the most significant influences on M's reading ability?

"I don't know; I really don't know." Mrs. F then mentioned that the family likes to read.

2. Over the years what do you feel were the most significant influences on M's success in general?

Mrs. F and her husband are teachers. She thought M may have wanted to be like them.

3. Specify the role you feel the following have played in M's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mrs. F could think of no models other than M's parents. And she felt these to be highly significant models.

Motivation: 1 2 3 4 5

Again, Mrs. F could think of no motivating influence of significance outside the parents. She said, however, that it was difficult to remember since M has been away from home for several years. He took a year off from college and took an unskilled job. He felt this to be demeaning, however. M said he was going to work until he could get a job in which he didn't have to punch a clock.

Interest: 1 2 3 4 5

Although he is interested in drawing, Mrs. F didn't consider this a highly significant interest.

Perseverance: 1 2 3 4 5

He doesn't give up, but his enthusiasm tends to wane. It took him over four years to get his business degree. He seems to need a break now and then. He liked school, but wishes he had studied more. He appears to have considerable perseverance where physical ability is concerned. He exercises religiously. Also, when he was in junior and senior high school, he was voted to be in the school's Who's Who. This honor was given for his "all-around character."

Pressure: 1 2 3 4 5

19th-Year Followup

PARENT INTERVIEW
Mrs. F, Mother of MF
February 11, 1983, Page 2

4. What kind of help did you offer M as he went through school?

The parents tried to find tutors for M. They did not tutor him themselves because he resisted their efforts.

5. About how many books do you have at home?

Around 100.

6. What sorts of books are they?

Professional and travel books as well as magazines.

7. To how many periodicals do you subscribe?

Seven.

8. Which do you read?

Mr. F tries to read them all. Mrs. F collects recipes from them. She mainly reads home and family magazines.

9. Do you think reading is becoming more or less important in life today and why?

Mrs. F said she would have to say more even though many people today tend to watch TV rather than socialize.

10. What do you expect A will do during the next five years?

Mrs. F thinks M will be starting a job in some kind of business management.

Comment: This mother seemed a little cautious when answering the questions. She appeared afraid she would say the wrong thing. She never completely loosened up during the interview.

19th-Year Followup

G4

PARENT INTERVIEW
 Mrs. H, Mother of PH
 February 9, 1983

1. Over the years what do you feel were the most significant influences on P's reading ability?

"I don't know. I can't say any one thing. He was in the slow reading group in 1st grade, but he later became a fine reader. He tended to have the problems associated with being a twin. Both twins had speech therapy. They were so absorbed in each other, they didn't take notice of many other things. P had a fine 2nd grade teacher who felt he was too bright to be in the slow reading group. She moved him up in the class and proceeded to teach him basics through sound 'old-fashioned' methods. In high school P's chief interest was basketball. This probably hindered his progress academically. He didn't become an outstanding student until he went to Northwestern."

2. Over the years what do you feel were the most significant influences on P's success in general?

Mrs. H said the family attitudes were a great influence. P's older brother was a Merit Scholar and a Presidential Scholar. P knew the family valued scholarship. Also, his own desires played a part in P's success.

3. Specify the role you feel the following have played in P's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

"P's dad is the top choice as a model. He's a respected physician highly involved in community affairs. Dr. H was always close to all their 12 children, but he was especially close to the twins. Certain teachers and one principal might have been positive role models for P."

Motivation: 1 2 3 4 5

"As a young child P was not particularly motivated by academics. He loved games; in fact, everything he and his brother did ended up in a game. P enjoyed being a comic. In high school, his interest in basketball made him want to do better in school."

Interest: 1 2 3 4 5

"Sports were P's main interest in high school. He is still a sports enthusiast. He likes music but doesn't play an instrument. He sang in the school choir, however. P is quite interested in gardening. He always takes care of the yard."

19th-Year Followup

PARENT INTERVIEW
 Mrs. H, Mother of PH
 February 9, 1983, Page 2

Perseverance: 1 2 3 4 5

"P has always been persevering in the things he wants to do."

Pressure: 1 2 3 4 5

Mrs. H considers that she and her husband do not exert pressure on their children -- at least consciously. However, a serious illness Dr. H had while P was in high school may have pressured P. At this time the twins assumed more household responsibilities -- duties which they still fulfill.

4. What kind of help did you offer P as he went through school?

Neither parent helped much with their children's homework except, perhaps, to point out resources. They supported the children financially and are still doing so.

5. About how many books do you have at home?

"Probably over 1000. There are bookshelves in almost every room"

6. What sorts of books are they?

"All kinds. Old law books for historical value, medical books, reference books, fiction and nonfiction, and Book-of-The-Month Club books."

7. To how many periodicals do you subscribe?

"About 12. These include medical, women's, and news magazines. Some are Time, Ebony, Better Homes and Gardens, House and Garden, and the National Geographic.

8. Which do you read?

"The women's magazines. I enjoy gardening and so read House and Garden. We used to take Harper's Bazaar, but they began running articles we disapproved of, so we stopped our subscription.

9. Do you think reading is becoming more or less important in life today and why?

"I am just now finding time to read because all the children are in school. My oldest is 32 and the youngest is in 1st grade.

19th-Year Followup

PARENT INTERVIEW
Mrs. H, Mother of PH
February 9, 1983, Page 3

People miss out on a lot if they don't read. It is certainly as important now as it ever was." Mrs. H seemed to perceive reading as a means of personal enrichment rather than an academic endeavor.

10. What do you expect P will do during the next five years?

"P has already been hired by a law firm and will probably be working there in five years. He has some interest in politics, but I don't know if he will pursue this."

Comment: Mrs. H, who is 52, seemed an educated, cultured woman interested in music (she studied piano in college), social trends, and especially her family. She is a member of the PTA and supports the principal (where some of her children attend) in his establishment of a reading and discussion group for students. Both parents give significant emphasis to scholarship. Dr. H is involved in community interests and his practice. He is a member of the State Board of Regents and is the county medical examiner. Mrs. H was especially interested in the study.

19th-Year Followup

G4

PARENT INTERVIEW
 Mrs. W, Mother of BW
 February 16, 1983

1. Over the years what do you feel were the most significant influences on B's reading ability?

Mrs. W knew B was having problems with reading and was in a special program. Mrs. W made a practice of reading with B when he was in 1st and 2nd grades. B was always a determined person. He was also proud and wanted to be as good as his peers. B has always been eager to improve himself. Mrs. W assumes the special reading program was a help to B.

2. Over the years what do you feel were the most significant influences on B's success in general?

"B always thought of himself as a 'B' student. While good grades came easy to some, he realized he had to work." The family attitude was one of encouragement -- emphasizing resources rather than shortcomings. They told B not to "sell himself short."

3. Specify the role you feel the following have played in B's life. (Ratings move from low to high in significance.)

Model: 1 2 3 4 5

Mrs. W. couldn't think of specific modeling influences, but she said B always admired achievers in general. She feels this has been a positive influence on B.

Motivation: 1 2 3 4 5

B is a highly self-motivated individual, Mrs. W feels. He was their first child, and his parents gave him special encouragement. He has gained a lot of confidence, Mrs. W said, from working in his company. He works hard and has learned how to deal with various situations. Mrs. W said that after their interview, B was scheduled to meet with the president of Quaker Oats.

Interest: 1 2 3 4 5

B's main interest in high school was football. Mrs. W said B is not big (5'9"), so she encouraged him to take an interest in something else, but he was determined to be on the football team. B got his chance when one of the players was unable to play and B was asked to replace him. He did so well, he played in all the subsequent games. At the end of the season he was one of the most valuable players. B felt he could prove something to himself by being a success in athletics.

13th-Year Followup

PARENT INTERVIEW
 Mrs. W, Mother of BW
 February 16, 1983, Page 2

Perseverance: 1 2 3 4 5

B is extremely persevering. In fact, Mrs. W is concerned about this. Their business is expanding, and B has been doing computer programming -- working long hours and on the weekends.

Pressure: 1 2 3 4 5

Mrs. W stressed that B was not pressured by his parents. They encouraged him, but always knew he would do his best. There seemed no need for exerting extra pressure on B. She felt there may be a small amount of pressure from friends, but mainly any sense of pressure on B was self-prompted.

4. What kind of help did you offer B as he went through school?

Mrs. W doesn't feel she was a great help. She had three children in three and a half years and was thus too busy to do much with the children when they were preschoolers. As B grew older and began to do some writing in school, she helped him research and prepare papers. Later she did a lot of typing for him.

5. About how many books do you have at home?

Over 250.

6. What sorts of books are they?

Paperbacks and reference books.

7. To how many periodicals do you subscribe?

Two.

8. Which do you read?

Mrs. W doesn't have much time to read. They glance through Bon Appetit, a birdwatching journal, and The Reader's Digest.

9. Do you think reading is becoming more or less important in life today and why?

"More. Reading is a very personal thing. You can answer questions and reread when needed. People say newspapers are going to be replaced by television news, but that can never be. You can learn so much by reading. Actually, TV is a vast wasteland."

19th-Year Followup

PARENT INTERVIEW
Mrs. W, Mother of BW
February 16, 1983, Page 3

10. What do you expect B will do during the next five years?

"He will probably be an officer in his company. He will also get married. He is engaged to a nutritionist who is working on a project called WIC (Women, Infants, Children). The wedding date, I believe, has been set for September."

Comment: Mrs. W is an articulate woman with a sense of control. She is obviously very proud of B and their business -- the two subjects she dwelt on during the interview rather than talk about herself. She knew of this research through a neighbor who has a copy of the original study.

Appendix F

STUDENT INTERVIEW TABLES
(1-35)

TABLE 1

What have you done in the last four years?

Group	n	Job	Travel	Marriage	College	Vocational	Armed Services
1	5	4	2	1	-	1	1
2	5	4	3	3	1	2	-
3	5	3	2	2	2	2	-
4	5	5	3	2	4	1	-
Total	20	16	10	8	7	6	1
%		80	50	40	35	30	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 2a

Did you have career plans or other specific goals
when you graduated from high school? Specify.

Group	n	Yes	No	Job/ Career	Education	Family	Financial	Other
1	5	2	3	2	-	-	1	-
2	5	3	2	2-	1	1	-	-
3	5	4	1	1-	3	-	-	-
4	5	4	1	2-	2	-	-	1
Total	20	13	7	7	6	1	1	1
%		65	35	44	38	6	6	6

Note: The percentage of "Yes" and "No" responses was figured by dividing the number of responses in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "Yes" responses into the number of specific choice responses.

TABLE 2b

Since leaving high school, have your plans progressed as you intended? Explain.

Group	n	Yes	No	Qualified	Hindrances to plan progression						
					Altered plans	Failure meet goal expectations	Family roles	Financial constraints	Inability to find work	Stationary condition	Did not specify
1	5	1	4	-	-	1	-	1	1	-	1
2	5	2	2	1	1	-	1	1	-	-	-
3	5	-	4	1	2	1	1	-	-	1	-
4	5	1	1	3	3	1	-	-	-	-	-
Total	20	4	11	5	6	3	2	2	1	1	1
%		20	55	25	30	15	10	10	5	5	5

Note: The percentages under "Hindrances to plan progression" were figured on the basis of the 16 responses in the "No" and "Qualified" categories.

TABLE 3

What is your family situation?

Group	n	Living away from home	Living at home	Number of Children			
				-	1	2	3
1	5	3	2	2	1	1	1
2	5	4	1	3	-	2	-
3	5	4	1	3	1	1	-
4	5	5	-	3	2	-	-
Total	20	16	4	11	4	4	1
%		80	20	55	20	20	5

Note: Column percentages were figured by dividing the number of column responses by individuals responding.

TABLE 4
Have there been any changes in your immediate family?

Group	n	Yes	If yes, what?				No
			Number of Marriages	Number of Births	Number of Divorces	Number of Other	
1	4	3	-	1	3	-	1
2	5	5	1	2	1	1	-
3	5	3	4	-	1	1	2
4	5	2	3	4	1	-	3
Total	19	10	8	7	5	2	6
%		53	42	37	26	11	32

Note: The percentage of "Yes" and "No" responses was figured by dividing the number of responses in each column by the total number of respondents in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "Yes" responses into the number of specific choice responses.

TABLE 5

a. If employed, what is your current income?

b. Are you satisfied with your current income?

Group	n	\$1,000- below	\$1,000- 5,000	\$5,000- 8,000	\$8,000- 12,000	\$12,000- 15,000	\$15,000- 18,000	\$18,000- 25,000	Satisfied	
									Yes	No
1	4	1	1	-	-	-	1	1	2	2
2	5	-	-	1	-	3	1	0	3	2
3	5	-	1	-	2	1	-	1	1	4
4	5	-	1	1	1	-	-	2	1	4
Total	19	1	3	2	3	4	2	4	7	12
%		5	16	11	16	21	11	21	37	63

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 6

In your present position, do you feel secure,
respected, fulfilled, successful, happy,
that you belong?

Group	n	Respect	Belonging- ness	Security	Happi- ness	Success	Fulfill- ment
1	4	8.1 ^a	7.5	7.5	8.0	7.0	7.3
2	5	7.2	6.0	6.4	6.4	5.0	5.6
3	5	8.8	7.0	5.2	5.2	5.8	3.6
4	5	8.0	8.2	8.0	7.1	8.0	6.2
Category Average		8.3	7.2	6.8	6.7	6.5	5.7

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

^aNumbers in this table are group averages of ratings on a scale of one (indicating least) to ten (indicating most) reflecting respondents' perceptions of their feelings.

TABLE 7

How has your health been?

Group	n	Excellent	Good	Fair	Poor	Other
1	5	3	2	-	-	-
2	5	4	1	-	-	-
3	5	2	3	-	-	-
4	5	4	1	-	-	-
Total	20	13	7	-	-	-
%		65	35	-	-	-

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 8

Where do you get new or other news information?

Group	n	Radio	Televi- vision	News- paper	Obser- vation	Word of Mouth	Maga- zine	Other
1	5	4	4	4	5	4	2	-
2	5	5	5	5	4	3	3	-
3	5	4	5	3	3	3	3	2
4	5	5	3	4	4	4	5	2
Total	20	18	17	16	16	14	13	4
%		90	85	80	80	70	65	20

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 9

Do you read the newspaper regularly?

Group	n	Read regularly	If reading is regular			Do not read regularly
			Local	National	International	
1	5	3	2	-	-	2
2	5	4	4	1	1	1
3	5	3	3	-	-	2
4	5	5	4	2	-	-
Total	20	15	15	3	1	5
%		75	75	15	5	25

Note: The percentage of "Yes" and "No" responses was figured by dividing the number of responses in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "Yes" responses into the number.

TABLE 10

Which sections of the paper are your favorites?

Group	n	News, politics	Sports	Editorials, commentaries	Ads	Funnies	TV Directory	How to, crafts, hobbies	Other interests	Medicine	Weather	Movie Directory
1	4	1	4	1	2	2	2	-	-	-	-	1
2	5	3	1	2	3	2	2	2	2	1	2	2
3	5	3	1	2	2	2	2	1	1	3	1	1
4	5	4	4	5	3	2	2	3	3	2	3	2
Total	19	11	10	10	10	8	8	6	6	6	6	6
%		58	52	52	52	42	42	32	32	32	32	32

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 10 CONTINUED

Which sections of the paper are your favorites?

	Counseling	Astrology	Life style	Art, theater, movie reviews	Science	Humor	Fashions	Society pages	Book reviews	Inspira-tional	Cross Word puzzles	Etiquette
	2	2	1	-	-	1	-	-	-	-	-	-
	1	1	2	1	1	1	1	1	1	1	-	1
	1	2	1	1	1	1	1	1	1	1	-	-
	2	1	1	2	2	1	1	1	1	1	2	1
Total	6	6	5	4	4	4	3	3	3	2	2	2
%	32	32	26	21	21	21	16	16	16	16	11	11

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

TABLE 11

How often do you attend movies?

Group	n	Seldom	Monthly	Weekly	Bi-monthly	Never	Other
1	5	1	2	1	-	-	1
2	5	3	-	1	1	-	-
3	5	3	2	-	-	-	-
4	5	2	2	-	-	1	-
Total	20	9	6	2	1	1	1
%		45	30	10	5	5	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 12a

What are your favorite TV shows?

Group	n	Sit- Coms	Police- Detective	Info. Prog.	Sports	Family Shows	Hospital Drama	Science- Fiction	No Favorite	No Comment
1	5	1	1	-	2	-	-	-	1	1
2	5	2	2	1	-	1	1	1	-	1
3	5	1	1	1	-	1	-	-	-	3
4	5	1	-	1	-	-	-	-	1	3
Total	20	5	4	3	2	2	1	1	2	8
%		25	20	15	10	10	5	5	10	40

Note: Column percentages were figured by dividing the number of column responses by the number of individuals responding.

Table 12b

Describe a typical weekday viewing.

Group	n	Soap Operas	Info. Prog.	Movies	News/ Doc.	Sit- Coms	Family Shows	Sports	Police Detective	Hospital Drama	Science- Fiction
1	4	1	1	-	-	1	1	-	-	-	-
2	4	2	-	1	-	1	-	1	-	-	-
3	5	2	2	1	-	-	1	-	-	-	-
4	2	-	-	1	2	-	-	-	-	-	-
Total	15	5	3	3	2	2	2	1	-	-	-
%		33	20	20	13	13	13	7	0	0	0

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 12c

Describe a typical weekend viewing.

Group	n	Sports	Movies	Family Shows	News/Doc.	Police Detective	Sit-Coms	Hospital Drama	Science-Fiction	Info. Prog.
1	4	2	1	1	-	-	-	-	-	-
2	4	1	3	1	-	1	-	-	-	-
3	4	1	1	-	2	-	-	-	-	-
4	3	2	1	-	-	-	-	-	-	-
Total	15	6	6	2	2	1	-	-	-	-
%		17	17	13	13	6	0	0	0	0

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 13a

What is the greatest amount of time you
spend viewing TV on weekdays?

Group	n	Weekday in hours										
		0	1	2	3	4	5	6	7	8	9	10+
1	5	-	1	-	1	1	1	-	-	-	-	1
2	5	-	-	2	-	2	-	-	1	-	-	-
3	5	-	1	3	-	1	-	-	-	-	-	-
4	5	1	3	1	-	-	-	-	-	-	-	-
Total	20	1	5	6	1	4	1	-	1	-	-	1
%		5	25	30	5	20	5	0	5	-	-	5

Table 13b

What is the least amount of time you
spend viewing TV on weekdays?

Group	n	Weekday in hours					
		0	1	2	3	4	5
1	5	1	2	-	1	-	1
2	5	2	-	2	1	-	-
3	5	-	2	2	1	-	-
4	5	5	-	-	-	-	-
Total	20	8	4	4	3	-	1
%		40	20	20	15	0	5

Table 13c

What is the greatest amount of time you spend
viewing TV on weekends?

Group	n	Weekends in hours										
		0	1	2	3	4	5	6	7	8	9	10+
1	5	-	-	-	1	-	1	-	1	1	-	1
2	5	-	-	1	1	1	-	2	-	-	-	-
3	5	-	-	1	2	1	1	-	-	-	-	1
4	5	1	-	2	1	-	1	-	-	-	-	-
Total	20	1	-	4	5	2	3	2	1	1	-	2
%		5	0	20	25	10	15	10	5	5	0	10

Table 13d

What is the least amount of time you spend
viewing TV on weekends?

Group	n	Weekends in hours										
		0	1	2	3	4	5	6	7	8	9	10+
1	5	1	1	-	-	-	2	1	-	-	-	-
2	5	1	1	1	1	-	-	1	-	-	-	-
3	5	-	-	1	2	-	1	-	-	-	-	1
4	5	4	1	-	-	-	-	-	-	-	-	-
Total	20	6	3	2	3	-	3	2	-	-	-	1
%		30	15	10	15	0	15	10	0	0	0	5

Table 14

Do you prefer movies or television?

Group	n	Movies	TV	Depends	Neither
1	5	4	1	-	-
2	5	2	1	2	-
3	5	2	1	2	-
4	5	2	2	-	1
Total	20	10	5	4	1
%		50	25	20	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 15

Do you have Home Box Office?

Group	n	Yes	No
1	5	1	4
2	5	3	2
3	4	3	2
4	4	1	4
Total	18	8	12
%		40	60

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

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Table 16a

What are your current interests and hobbies?

Group	n	Categories*																	
		22	3	13	12	23	6	15	21	24	33	11	11	19	1	2	7	20	27
1	5	3	2	3	1	1	1	1	2	1	2	1	2	2	2	2	-	1	1
2	5	4	2	1	1	1	1	2	1	2	1	2	1	1	1	-	1	1	2
3	5	3	2	2	2	2	1	1	-	1	1	1	1	2	-	-	-	1	1
4	5	3	3	2	3	3	3	2	3	2	2	1	1	-	1	2	3	1	-
Total	20	13	9	8	7	7	6	6	6	6	6	5	5	5	4	4	4	4	4
%		65	45	40	35	35	30	30	30	30	30	25	25	25	20	20	20	20	20

Notes: Column percentages were figured by dividing the number of column responses by the total number of individual responding.

*Numbers at the top of the table correspond with those in the code below:

- | | | | |
|------------------|-----------------|----------------------------------|-----------------|
| 1. Television | 10. Video games | 19. Riding | 28. Dancing |
| 2. Movies | 11. Fishing | 20. Hiking & camping | 29. Photography |
| 3. Outdoor games | 12. Reading | 21. Watching sports | 30. Collecting |
| 4. Car races | 13. Cooking | 22. Being with friends | 31. Serving |
| 5. Mechanics | 14. Animals | 23. Physical fitness | 32. Religion |
| 6. Education | 15. Trips | 24. Home improvement | 33. Music |
| 7. Handicrafts | 16. Computers | 25. Indoor games | 34. Art |
| 8. Clubs | 17. Gardening | 26. Civic organizations | 35. Cars |
| 9. Nature study | 18. Electronics | 27. Minibikes and/or motorcycles | 36. Other |

Table 16a Continued

What are your current interests and hobbies?

Group	n	Categories*																	
		30	32	34	35	36	16	17	28	31	5	9	10	18	25	4	8	26	29
1	5	2	1	2	1	-	1	1	1	1	-	-	1	1	1	-	-	-	1
2	5	1	-	-	2	2	1	-	1	1	2	-	1	1	-	1	-	-	-
3	5	1	1	-	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
4	5	-	2	2	-	2	1	1	1	-	-	1	-	-	1	-	1	1	-
Total	20	4	4	4	4	4	3	3	3	3	2	2	2	2	2	1	1	1	1
%		20	20	20	20	20	15	15	15	15	10	10	10	10	10	5	5	5	5

Notes: Column percentages were figured by dividing the number of column responses by the total number of individual responding.

*Numbers at the top of the table correspond with those in the code below:

- | | | | |
|------------------|-----------------|----------------------------------|-----------------|
| 1. Television | 10. Video games | 19. Riding | 28. Dancing |
| 2. Movies | 11. Fishing | 20. Hiking & camping | 29. Photography |
| 3. Outdoor games | 12. Reading | 21. Watching sports | 30. Collecting |
| 4. Car races | 13. Cooking | 22. Being with friends | 31. Serving |
| 5. Mechanics | 14. Animals | 23. Physical fitness | 32. Religion |
| 6. Education | 15. Trips | 24. Home improvement | 33. Music |
| 7. Handicrafts | 16. Computers | 25. Indoor games | 34. Art |
| 8. Clubs | 17. Gardening | 26. Civic organisations | 35. Cars |
| 9. Nature study | 18. Electronics | 27. Minibikes and/or motorcycles | 36. Other |

Table 16b

What have you done with your hobbies and interests lately?

Group	n	Participates actively	Reads about	Watches on TV/ Listens to radio	Joins organi- zations clubs	Encourages others	Travels to observe	Takes courses	Observes/ Listens to in person	Not much
1	5	4	4	3	1	1	1	-	-	-
2	5	4	4	-	-	1	1	1	1	1
3	5	4	4	1	1	-	-	-	-	-
4	5	5	3	1	1	1	-	-	-	-
Total	20	17	15	5	3	3	2	1	1	1
%		85	75	25	15	15	13	5	5	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 16b Continued

What have you done with your hobbies and interests lately?

If participates, does so to:										
Group	n	Pursue job or career	Care for home/ family	Complete a collection	Make things	Pursue interest	Spend time with others	Recrea- tion	Relax	Get in shape
1	5	1	1	2	-	-	2	1	-	-
2	5	3	1	-	1	2	-	-	-	-
3	5	2	-	1	1	1	-	-	1	-
4	5	2	3	1	1	-	1	-	-	1
Total	20	8	5	4	3	3	3	1	1	1
%		47	29	23	18	18	18	6	6	6

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 17

Do you do much reading now?

Group	n	Yes	No
1	5	-	5
2	5	2	3
3	5	3	2
4	5	4	1
Total	20	9	11
%		45	55

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 18

What have you read in the past year?

Group	Maga- n zines	Training manuals	Ref. bks.	Hobby- related	Business- related	Sports related	Text- Religious	books	Fiction	Non- fiction	Counseling	Other
1	5	5	2	1	2	2	1	-	2	1	-	1
2	4	4	3	3	3	1	1	2	2	-	1	-
3	5	4	3	3	2	1	1	2	1	2	1	-
4	5	5	3	4	3	4	3	3	2	4	2	-
Total	19	18	11	11	10	8	7	7	7	7	4	1
%	95	58	58	53	42	37	37	37	37	37	21	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 19
How many books do you own?

Group	n	1-100	100-200	200-300
1	5	5	-	-
2	4	3	1	-
3	5	5	-	-
4	5	4	-	1
Total	19	17	1	1
%		89	5	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 20

Do you subscribe to any newspapers?

Group	n	Yes	No
1	5	3	2
2	5	3	2
3	5	3	2
4	5	3	2
Total	20	12	8
%		55	45

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 21

Do you subscribe to any magazines?

Group	n	Yes	No
1	5	3	2
2	5	3	2
3	5	4	1
4	5	4	1
Total	20	14	6
%		70	30

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 22a

What kind of help was provided to you by your parents or
other family members as you were growing up?

		Categories of help received*																					
Group	n	4	18	19	5	14	20	3	13	15	8	10	12	16	9	2	1	6	11	17	21	7	Total
1	5	5	4	4	5	4	5	4	4	3	4	4	4	4	3	2	2	3	4	2	2	-	72
2	5	5	5	4	4	4	2	5	3	4	3	3	4	2	3	2	3	2	2	2	2	1	65
3	5	4	5	5	4	4	5	3	4	4	4	4	3	4	3	4	4	3	2	3	3	-	75
4	5	5	5	5	4	5	5	4	5	5	4	4	4	5	5	5	3	4	4	5	4	1	91
Total	20	19	19	18	17	17	17	16	16	16	15	15	15	15	14	13	12	12	12	12	11	2	305
%		95	95	90	85	85	85	80	80	80	75	75	75	75	70	65	60	60	60	60	55	1	

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

*Category codes are listed on the following page.

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Category Codes

for

Table 22a

1. Took you to the library.
2. Read books to you.
3. Provided books, etc. to read at home.
4. Purchased any materials that you needed.
5. Rewarded you for good work.
6. Set example by their own reading.
7. Typed paper/reports for you.
8. Required that you spend time regularly on homework.
9. Gave you a variety of experiences.
10. Encouraged you to be creative and to try new ideas.
11. Encouraged you to express your ideas.
12. Gave you opportunities to make decisions.
13. Gave you opportunities to travel.
14. Provided a warm, loving atmosphere in which to work.
15. Tried to make your experiences successful.
16. Let you take responsibility within the family.
17. Encouraged you to reach out to new experiences and people.
18. Had a good attitude toward school and education.
19. Discussed your school progress with your teacher.
20. Taught a strong set of values.
21. Encouraged spiritual growth by religious training.

Table 22b

What kind of help was provided to you by your parents or other family members as you were growing up? (22a restructured)

Types of help given by parents	Groups (n=5)			
	1	2	3	4
A. Parents were directly involved with school.				
4. Purchased needed materials	5	5	4	5
5. Rewarded for good work	5	4	4	4
7. Typed papers	-	1	-	1
8. Required time on homework	4	3	4	4
14. Provided good atmosphere to do work	4	4	4	5
18. Had good attitude toward school	4	5	5	5
19. Discussed progress with teacher	4	4	5	5
Total	26	26	26	29
%	74	74	74	83
B. Parents gave help directly related to reading.				
1. Took child to library	2	3	4	3
2. Read books to child	2	2	4	5
3. Provided books	4	5	3	4
6. Set example by own reading	3	2	3	4
Total	11	12	14	16
%	55	60	70	80

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding. The number categories represent the classification in Table 22 describing the kinds of help given (See Table 22, Category Code).

Table 22b continued

What kind of help was provided to you by your parents or other family members as you were growing up? (22a restructured)

Types of help given by parents	Groups (n=5)			
	1	2	3	4
C. Parents offered opportunities for growth.				
9. Gave variety of experiences	3	3	3	5
10. Encouraged creativity	4	3	4	4
11. Encouraged child to express ideas	4	2	2	4
12. Gave opportunity to make decisions	4	4	3	4
13. Gave opportunity to travel	4	3	4	5
15. Made experiences successful	3	4	4	5
16. Let child take responsibility	4	2	4	5
17. Encouraged child to reach out	2	2	3	5
Total	28	23	27	37
%	70	58	68	93
D. Parents gave encouragement for moral and spiritual development.				
20. Taught a strong set of values	5	2	5	5
21. Encouraged spiritual growth	2	2	3	4
Total	7	4	8	9
%	70	40	80	90

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding. The number categories represent the classification in Table 22 describing the kinds of help given (See Table 22, Category Code).

Table 23

Do you belong to a book club?

Group	n	Yes	No
1	5	-	5
2	5	-	5
3	5	-	5
4	5	1	4
Total	20	1	19
%		5	95

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 24a

Which of the following types of reading do you enjoy?

Group	n	Rdg. for fun and enjoyment	Rdg. to learn	Rdg. to do	Rdg. for personal growth	Rdg. to escape	Rdg. for spiritual growth/ inspiration	Others
1	5	5	3	3	3	2	1	-
2	5	4	4	4	3	1	1	1
3	5	5	5	5	4	2	3	-
4	5	5	5	3	5	3	4	1
Total	20	19	17	15	15	8	9	2
%		95	85	75	75	40	45	10

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 24b

On a usual day, how many minutes would you estimate that
you spend reading in the areas defined?

Group	n	None	Less than 30	30- 59	60- 89	90- 119	120- 149	150- 179	180- 209	210- 239	More than 240
1	5	-	1	4	-	-	-	-	-	-	-
2	5	1	1	-	2	1	-	-	-	-	-
3	5	-	2	1	1	-	1	-	-	-	-
4	5	-	-	1	1	0	0	1	0	0	2
Total	20	1	4	6	4	1	1	1	0	0	2
%		5	20	30	20	5	5	5	0	0	2

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 25a

From which of the following sources do you use information?

Group	n	Telephone directories	Notes, letters memos	Dictionaries	Catalogues	Patterns or blueprints	Manuals
1	5	5	3	4	3	4	2
2	5	4	5	3	3	3	3
3	5	4	3	4	4	3	3
4	5	5	5	5	4	3	5
Total	20	18	16	16	14	13	13
%		90	80	80	70	65	65

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 25a continued

From which of the following sources do you use information?

Group	n	Maps	Charts	Technical references	Domestic references	Forms	Computers	Other
1	5	3	1	1	2	1	1	-
2	5	4	3	3	2	1	2	1
3	5	3	3	2	2	2	-	1
4	5	2	4	3	2	3	3	1
Total	20	12	11	9	8	7	6	3
%		60	55	45	40	35	30	15

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 25b

Why did you use these sources?

Group	n	Work/ job	Home/ personal business	Interest/ hobby	School/ study	Travel
1	4	2	1	2	-	-
2	4	2	2	1	-	1
3	5	2	2	1	1	-
4	4	2	1	-	1	-
Total	17	8	6	4	2	1
%		47	35	24	12	6

Table 26

How do you feel now about your high school experience?
[satisfied (+), dissatisfied (-), ambivalent (x), unsure (?)]

Group	n	Academic progress				Academic electives				Social affairs				Extra-curricular activities			
		+	-	x	?	+	-	x	?	+	-	x	?	+	-	x	?
1	4	4	-	-	-	4	-	-	-	3	1	-	-	3	1	-	-
2	5	4	1	-	-	4	-	1	-	3	2	-	-	3	2	-	-
3	5	2	2	1	-	4	1	-	-	2	2	-	1	3	2	-	-
4	5	4	1	-	-	4	-	1	-	5	-	-	-	5	-	-	-
Total	19	14	4	1	-	16	1	2	-	13	5	-	1	14	5	-	-
%		74	21	5	0	84	5	11	-	68	26	-	5	74	26	-	-

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 27

If given a choice, which of these things
would you rather do?

Group	n	Watch TV	Listen to Radio	Read	Attend a Movie
1	5	2	2	-	2
2	5	3	2	1	1
3	5	2	2	2	1
4	5	1	1	3	2
Total	20	8	7	6	6
%		40	35	30	30

Note: Column percentages were figured by dividing the number of
column responses by the total number of individuals responding.

Table 28a

Whom do you now see as your most important childhood model?

Group	n	Mother	Father	Siblings	Baby-Sitter	Teachers	Other	None
1	4	-	-	1	1	-	-	3
2	5	2	1	-	-	-	1	2
3	5	-	2	-	-	1	-	2
4	5	3	1	1	1	-	-	-
Total	19	5	4	2	2	1	1	7
%		26	21	10	10	5	5	37

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 28b

Who serves as a model for you now?

Group	n	Mother	Father	Friends	Siblings	Baby-Sitter	Other	None
1	4	-	-	-	1	1	-	2
2	5	1	-	-	-	-	1	3
3	5	-	1	-	-	-	-	4
4	5	2	1	2	-	-	-	1
Total	19	3	2	2	1	1	1	10
%		16	11	11	5	5	5	55

Table 28c

For whom have you served as a model?

Group	n	Siblings	Children	Friends	Other	None
1	4	-	-	-	-	4
2	5	-	1	-	1	3
3	5	-	1	-	-	4
4	5	2	-	1	-	2
Total	19	2	2	1	1	13
%		11	11	5	5	68

Table 29a

What motivates you to read now?

Broad Categories of Motivating Influences

Group	n	Information	Education	Relaxation/ Enjoyment	Self- realization	Job or Career	Curiosity	Interest	Boredom
1	4	1	-	1	1	-	-	1	1
2	5	3	1	1	1	-	-	-	-
3	5	3	1	1	1	1	2	-	-
4	5	-	3	1	1	1	-	-	-
Total	19	7	5	4	4	2	2	1	1
%		37	26	21	21	11	11	5	5

Note: Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 29b

Has your motivation for reading changed in the last two years?

Group	n	If yes -					No
		Yes	Increase	Decrease	Different Nature	No additional comment	
1	4	3	2	1	-	-	1
2	5	3	2	-	1	-	2
3	5	3	2	-	-	1	2
4	5	5	3	-	1	1	-
Total	19	14	9	1	2	2	5
%		74	47	5	11	11	26

Note: The percentage of "yes" and "no" responses was figured by dividing the number of responses in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "yes" responses into the number of specific choice responses.

Table 30a

Have your reading interests changed in the last two years?

Group	n	Yes	No	Qualified
1	4	3	1	-
2	5	4	1	-
3	5	2	2	1
4	5	1	2	2
Total	19	10	6	3
%		53	32	16

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 30b

Do you feel your personal interests affect your reading habits?

Group	n	Yes	No	Qualified
1	4	3	1	-
2	5	5	-	-
3	5	3	-	2
4	5	4	-	1
Total	19	15	1	3
%		79	5	15

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 31a

What does perseverance mean to you?

Group	n	Was definition adequate?		
		Yes	No	No comment
1	5	-	4	1
2	5	2	3	-
3	5	2	3	-
4	5	5	-	-
Total	20	9	10	1
%		45	50	5

Note: Adequacy was achieved if the respondent was able to give a standard definition of 'perseverance' or was able to give an example corresponding to the standard definition.

Table 31b

In what tasks or situations have you persevered
in the last two years?

Group	n	Job or Career	Learning or Education	Family	Marriage	Domestic endeavors	Religion	Interests and Hobbies	Other
1	4	2	-	1	-	-	1	-	-
2	5	2	1	2	2	1	-	1	1
3	5	3	1	-	-	2	-	1	1
4	5	2	2	-	1	-	1	-	-
Total	19	9	4	3	3	3	2	2	2
%		47	21	16	16	16	11	11	11

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

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Table 31c

What would motivate you to persevere in the future?

Group	n	Family	Job or Career	Self- reali- zation	Material goods	Happiness	Marriage	Interest	Education	Religion	Don't Know
1	4	-	1	-	-	1	-	1	-	-	2
2	5	2	1	2	1	1	1	1	1	-	-
3	5	2	1	1	1	-	1	-	-	-	-
4	5	2	3	1	1	1	-	-	-	1	-
Total	19	6	6	4	3	3	2	2	1	1	2
%		32	32	21	16	16	11	11	5	5	11

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 32a

What kinds of positive pressure have you been aware of in the past four years?

Group	n	Family	Job or Career	Educa- tion	Self- reali- zation	Religion	Marriage	None	Other
1	4	2	1	-	-	1	-	1	-
2	5	-	1	-	1	-	-	-	3
3	5	2	2	-	1	-	-	1	2
4	5	3	2	2	-	1	1	-	1
Total	19	7	6	2	2	2	1	2	6
%		37	32	11	11	11	5	11	32

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

The row totals reflect the number of respondents who reacted positively to the question. Those who said none are not included in the row totals.

Table 32b

What kinds of negative pressure have you been aware of in the past four years?

Group	n	Family	Job or Career	Domestic stress	Financial constraints	Marriage	Education	Business
1	4	3	1	-	-	-	-	-
2	5	-	-	1	-	-	-	-
3	5	1	1	1	2	-	-	-
4	5	-	1	-	-	1	1	1
Total	19	4	3	2	2	1	1	1
%		21	16	11	11	5	5	5

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 32b Continued

What kinds of negative pressure have you been aware of in the past four years?

Group	n	Time constraints	Problem solving	Internal pressure	Moving	Everyday stress	None	Other
1	4	-	-	-	-	-	1	-
2	5	1	1	-	-	-	1	1
3	5	-	-	-	1	1	1	1
4	5	-	-	1	-	-	-	1
Total	19	1	1	1	1	1	3	3
%		5	5	5	5	5	16	16

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 32c

Would you say that pressure has played a significant part in your life? Yes, no. Explain.

Group	n	Yes	No
1	4	2	2
2	5	2	3
3	5	4	1
4	5	5	-
Total	19	13	6
%		68	32

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33a-1

Why did you decide to attend college?

Group	n	Pursue career goal	Get degree	Further education	Study	Parents attended	Parents dictated	Find self	Expand horizons	To meet people
1	-	-	-	-	-	-	-	-	-	-
2	1	1	1	-	-	-	-	-	-	-
3	3	1	-	1	-	1	-	1	-	1
4	4	1	-	-	1	-	1	-	1	-
Total	8	3	1	1	1	1	1	1	1	1
%		38	12	12	12	12	12	12	12	12

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33a-2

Why did you decide to go to work?

Group	n	Money	Pursue an interest	Not interested in school	Job satisfaction	Not bright	Get out of house	Experience	Parent model
1	2	1	-	1	-	-	-	-	-
2	3	3	1	-	1	-	-	-	1
3	5	4	-	-	-	1	-	-	-
4	3	2	1	-	-	-	1	1	-
Total	13	10	2	1	1	1	1	1	1
%		77	15	8	8	8	8	8	8

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33a-3

Why did you decide to enter the armed services?

Group	n	Money	Education	Travel	Experience	Interest in other people	Married into it
1	1	1	1	1	1	1	-
2	-	-	-	-	-	-	-
3	1	-	-	-	-	-	1
4	-	-	-	-	-	-	-
Total	2	1	1	1	1	1	1
%		50	50	50	50	50	50

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33b-1

How did your college plans work out?

Group	n	Satisfactory	Unsatisfactory	If Unsatisfactory-	
				Not as planned	Didn't finish
1	-	-	-	-	-
2	1	1	-	-	-
3	3	1	2	1	1
4	4	2	2	1	1
Total	8	4	4	2	2
%		50	50	25	25

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33b-2

What did you learn about yourself as a
result of academic training?

Group	n	Self- realization	Human relationships	Goals	Academic realization
1	-	-	-	-	-
2	1	-	1	-	-
3	3	-	1	1	1
4	4	3	-	1	1
Total	8	3	2	2	2
%		38	25	25	25

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33b-3

In college were you required to do a lot of reading?
Writing? Discuss.

Group	n	Yes	No
1	1	-	1
2	1	1	-
3	3	3	-
4	4	4	-
Total	9	8	1
%		89	11

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33b-4

How much time did you spend per week in the library?

Group	n	Of those reporting: Average number of hours
1	-	-
2	1	5
3	3	12
4	4	17

Note: Figures have been rounded to the nearest hour.

Table 33b-5

Did you have time to read for pleasure?

Group	n	Yes	No	Qualified
1	1	1	-	-
2	1	-	1	1
3	3	-	1	1
4	4	2	1	1
Total	9	3	3	3
%		33	33	33

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33c-1

What type of reading do you do on your job?

Group	n	Directions	Technical manuals	Job-related journals	Mail	Other
1	3	2	1	-	-	-
2	4	3	2	1	2	1
3	3	3	1	2	1	-
4	4	3	2	3	2	2
Total	14	11	6	6	5	3
%		79	43	43	36	21

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33c-2

How did you learn to do writing tasks on the job?

Group	n	Previous training or experience	On the job experience	Fellow employees	Other
1	2	1	1	-	-
2	3	-	1	1	1
3	1	1	-	-	-
4	3	2	1	1	-
Total	9	4	3	2	1
%		44	33	22	11

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 33c-3

How did you learn to do reading tasks on the job?

Group	n	Previous training or experience	On the job experience	Fellow employees
1	3	3	-	-
2	2	1	1	-
3	3	1	2	-
4	2	2	1	1
Total	10	7	4	1
%		70	40	10

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 34a

Do you feel your values reflect those your family
held when you were growing up?

Group	n	Yes	No	Qualified	Values Reflected:							
					Morals and/or religion	Work ethic	Human rela- tionships	Educa- tion	Self- realization or success	Family roles	Finances	Other
1	4	3	-	1	3	3	3	1	-	1	-	-
2	5	3	1	1	-	-	1	1	2	-	1	2
3	5	5	-	-	4	3	-	1	1	1	1	-
4	5	4	1	-	2	1	2	1	-	-	-	1
Total	19	15	2	2	9	7	6	4	3	2	2	3
%		79	11	11	47	37	32	21	16	11	11	16

Note: The percentage of "yes" and "no" responses was figured by dividing the number of responses in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "yes" responses into the number of specific choice responses.

Table 34b

Have you noticed a change in your values within the last two years?
If so, why did they occur?

If yes,

Group	n	Yes	Human relationships	Religion and/or morals	Maturation	Self- realization	Other	No	Qualified
1	4	3	2	1	-	-	-	1	-
2	5	1	-	-	-	1	-	4	-
3	5	1	-	-	-	1	-	4	-
4	5	4	3	1	2	-	1	-	1
Total	19	9	5	3	2	1	1	9	1
%		47	56	33	22	11	11	47	5

Note: The percentage of "yes" and "no" responses was figured by dividing the number of responses in each column by the total number of respondents. Percentages for specific choices were figured by dividing the number of "yes" responses into the number of specific choice responses.

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Table 34c

Have your values affected your life in general and your
reading habits in particular?

Group	Life in General			Reading Habits in Particular		
	n	Yes	No	n	Yes	No
1	4	3	1	3	1	2
2	5	5	-	3	2	1
3	5	4	1	5	3	2
4	5	5	-	5	5	-
Total	19	17	2	16	11	5
%		89	11		69	31

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Table 35

What are your goals for the coming year?

Group	n	Employment/ career	Family and/or marriage	Education	Self- actualization or improvement	Reading	None	Other
1	4	3	1	-	-	-	-	-
2	5	2	1	1	2	-	1	2
3	5	3	2	1	1	1	-	1
4	5	3	2	3	-	-	-	1
Total	19	11	6	5	3	1	1	4
%		58	32	26	16	5	5	21

Note: Column percentages were figured by dividing the number of column responses by the total number of individuals responding.

Appendix C

PARENT INTERVIEW TABLES
(36-46)

Table 36

Over the years what do you feel were the most significant influences on your child's reading ability?

Parents of group	n	Categories showing significant influences*											
		1	2	3	4	5	6	7	8	9	10	11	12
1	4	3	-	1	-	-	-	1	1	-	1	1	-
2	5	1	1	1	-	2	-	-	-	1	-	-	1
3	5	2	3	1	1	1	1	-	-	-	-	-	-
4	5	1	2	2	3	1	2	1	-	-	-	-	-
Total	19	7	6	5	4	4	3	2	1	1	1	1	1
%		35	30	25	20	20	15	10	5	5	5	5	5

Note: The n of parents is 19 rather than 20 because one parent refused to be interviewed.

*Category codes

1. Interest
2. Model
3. Educational experiences
4. Perseverance
5. Pressure
6. Self-realization
7. Motivation
8. Career experiences
9. Maturation
10. Competition
11. Human relationships
12. Don't know

Table 37

Over the years what do you feel were the most significant influences on your child's success in general?

Parents of group	n	Categories showing significant influences*											
		1	2	3	4	5	6	7	8	9	10	11	12
1	4	2	-	-	1	2	-	-	-	1	1	1	-
2	5	-	-	1	1	-	1	-	1	1	-	-	1
3	5	2	1	1	1	1	1	-	1	-	-	-	-
4	5	-	2	1	-	-	1	3	-	-	1	-	1
Total	19	4	3	3	3	3	3	3	2	2	2	1	2
%		20	15	15	15	15	15	15	10	10	10	5	10

*Category codes

1. Motivation
2. Model
3. Perseverance
4. Personality
5. Job/Career
6. Self-realization
7. Family attitudes
8. Pressure
9. Interest
10. Upbringing
11. Maturation
12. Other

Table 38

Specify the role you feel the following
have played in your child's life.

Parents of group	n	Model	Motivation	Perseverance	Interest	Pressure
1	4	4.4 ^a	4.3	4.0	3.8	2.8
2	4	4.5	4.8	4.8	4.8	2.8
3	5	4.1	3.9	3.4	2.8	2.8
4	5	4.6	4.0	4.6	4.4	3.8
Total Average	18 ^b	4.4	4.3	4.2	4.0	3.1

Note: Ratings move from low (1) to high (5) in significance.

^aFigures represent the average of ratings within each group.

^bThe n has been reduced to 18 because the parent of C.R. terminated the interview at this point.

Table 39*

What kinds of help did you offer as your child went through school?

		Categories showing kinds of help ^b																Categories showing lack of help			
Group	n	1	F	M	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4
1	4	1	-	-	1	1	-	1	1	-	-	1	1	1	-	-	-	-	1	-	-
2	4	1	1	-	2	1	1	-	-	-	-	-	-	-	1	-	-	2	1	-	1
3	5	3	2	1	1	1	1	-	-	1	-	-	-	-	-	-	-	1	-	2	-
4	5	1	-	1	1	-	1	1	1	1	2	-	-	-	-	1	1	2	1	1	1
Total	18	6	3	2	5	3	3	2	2	2	2	1	1	1	1	1	1	5	3	3	2
%		33	60	40*	28	17	17	11	11	11	11	6	6	6	6	6	6	28	17	17	11

*Multiple responses by some parents to this question prevent percentages equalling 100.

^bCategory Codes are listed on the following page.

*Since only five interviewees said "help with homework" was given by either a father or a mother, percentages in Categories F and M are based on a total of 5.

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Category Codes

for

Table 39

Categories showing kinds of help

1. Helped with homework
 - F. Father helped with homework.
 - M. Mother helped with homework.
2. Helped as much as possible or tried to help.
3. Indicated parental accessibility to child.
4. Gave encouragement and support.
5. Provided transportation.
6. Provided financial help.
7. Instigated tutoring.
8. Provided information and resources.
9. Responded to problems at school.
10. Assisted with reference work.
11. Held certain expectations for performance.
12. Exerted positive pressure to complete schoolwork.
13. Took part in various school programs.
14. Typed papers.

Categories showing lack of help

1. Mother felt inadequate to help.
2. Indicated child did not often ask for or need help.
3. Indicated that child resisted help.
4. Parent or parents perceived themselves as not having helped much.

Table 40

What kinds of help did you offer as your child
went through school? (Regrouping of Q39 data)

<u>Broad Categories</u>	<u>Groups</u>			
	1 n 4	2 n 4	3 n 5	4 n 5
<u>Direct Implicit</u>				
Provided transportation	1	-	-	1
Provided financial help	1	-	-	1
Total	2	-	-	2
<u>Direct Explicit</u>				
Typed papers	-	-	-	1
Helped with homework	1	1	3	1
Total	1	1	3	2
<u>Indirect Implicit</u>				
Provided accessibility	1	1	1	-
Gave encouragement and support	-	1	1	1
Helped as much as possible or tried to help	1	2	1	1
Held certain performance expectations	1	-	-	-
Total	3	4	3	2
<u>Indirect Explicit</u>				
Was responsive to problems at school	1	-	-	-
Assisted with reference work	1	-	-	-
Provided information and resources	-	-	-	2
Exerted positive pressure to complete school work	-	1	-	-
Instigated tutoring	-	-	1	1
Took part in school programs	-	-	-	1
Total	2	1	1	4

Table 41

About how many books do you have at home?

Parents of Group	n	Number of books									
		-50	50	-100	100	100+	250+	300	300+	500	1000
1	4	2	-	-	1	1	-	-	-	-	-
2	4	1	-	-	-	2	-	-	1	-	-
3	5	-	-	1	1	1	-	1	-	1	-
4	5	-	1	-	1	1	1	-	-	-	1
Total	18	3	1	1	3	5	1	1	1	1	1
%		17	6	6	17	28	6	6	6	6	6

Note: Because of the nature of the numbers within this table, percentages do not total 100.

Table 42

What sorts of books are they?

Parents of group	n	Categories of books*														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	4	3	-	-	1	1	-	-	-	-	-	-	-	-	-	1
2	4	1	2	1	-	-	1	-	-	1	-	-	-	-	-	-
3	5	4	3	-	1	2	1	-	1	1	-	-	-	-	-	-
4	5	3	1	2	1	-	-	2	1	-	1	1	1	1	1	-
Total	18	11	6	3	3	3	2	2	2	2	1	1	1	1	1	1
%		61	33	17	17	17	11	11	11	11	6	6	6	6	6	6

Note: Due to the nature of the question, respondents could reply to more than one of the choices; therefore, percentages were figured by comparing the total in each column to the number of possible responses.

*Category Codes

1. Reference books
2. Novels
3. Fiction
4. Old books
5. Hobby related books
6. Children's books
7. Professional books
8. Book Club books
9. Technical books
10. New fiction
11. Westerns
12. Mysteries
13. Travel books
14. Paperbacks
15. Religious books

Table 43

To how many periodicals do you subscribe?

Parents of Group	n	Number of subscriptions					
		0	2	3	4	7	10
1	4	2	-	1	1	-	-
2	4	2	-	1	-	-	1
3	5	1	1	-	2	1	-
4	5	1	2	-	-	1	1
Total	18	6	3	2	3	2	2
%		35	17	11	17	11	11

Table 44

Which periodicals do you read?

Parents of group	n	Categories showing periodicals*											
		1	2	3	4	5	6	7	8	9	10	11	12
1	4	3	2	-	1	-	-	1	-	-	-	-	-
2	4	1	-	-	1	-	-	1	-	1	1	1	-
3	5	2	2	2	-	2	2	-	-	-	-	-	1
4	5	3	3	2	-	-	-	-	2	-	-	-	-
Total	18	9	7	4	2	2	2	2	2	1	1	1	1
%		50	39	22	11	11	11	11	11	6	6	6	6

Note: Due to the nature of the question, respondents could reply to more than one of the choices therefore, percentages were figured by comparing the total in each column to the number of possible responses.

*Category codes

1. Women's Magazines
2. Reader's Digest
3. Other
4. Sports
5. Television
6. Economics
7. News
8. Food
9. Technical
10. Science
11. Religion
12. Professional

Table 45

Do you think reading is becoming more important
in life today and why?

Parents of group	n	yes	no	qualified
1	4	3	1	-
2	4	4	-	-
3	5	1	1	3
4	5	3	1	1
Total	18	11	3	4
%		61	17	22

Table 46

What do you expect your child will be doing
during the next five years?

Parent of Group	n	Employment or Career	Family	Don't Know	Education	Same as at Present
1	4	1	-	1	-	2
2	4	3	1	1	1	-
3	5	3	1	1	1	-
4	5	5	2	0	1	-
Total	18	12	4	3	3	2
%		67	22	17	17	11

Appendix H

OTHER TABLES

47. Questions From Which Generalizations Were Drawn by Group
48. Parent/Child comparisons (Qs 22 and 39)
49. Parent/Child Comparisons (Qs 18 and 42)
50. Parent/Child Comparisons (Qs 28a and 38)
51. Parent/Child Comparisons (Qs 32c and 38)
52. Parent/Child Comparisons (Qs 35 and 46)

TABLE 47

Questions From Which Generalizations Were Drawn by Group*

Student Questions

Q#	Student Groups			
	1	2	3	4
3	*			*
4	*	*	*	
5	*			
6	*	*	*	
8		*		
10				*
12		*		*
13	*			*
16	*			*
17	*			*
18	*			*
22	*	*		*
24			*	*
25				*
26			*	*
27	*		*	*
28	*			
29				*
30		*		
31	*			*
32		*	*	*
33			*	*
34		*	*	*
35				*

Parent Questions

Q#	Student Groups			
	1	2	3	4
36	*	*	*	*
37		*		*
38	*	*	*	*
39				*
40			*	
42				*
43	*	*		
45			*	*
46	*			

Totals: 16 12 12 24

*Questions receiving no salient group-response generalizations were omitted from the Table.

Table 48

PARENT/CHILD COMPARISONS

- Q22. What kind of help was provided to you by your parents or other family members? (Student)
- Q39. What kind of help did you offer your child as he went through school? (Parent)

Student Findings	Parent Findings
- When looking at (Table 22) the number of times the respondent specified the mother, father, or both parents as giving help during school, it was found that G2 had the least help from parents (19 responses), G4 had the most (52 responses), and G1 and G3 were similar with 32 and 37 responses respectively. - Out of all instances of help named, those naming both parents were: (G1 - 26%, G2 - 37%, (G3 - 27%, and G4 - 48%). - More respondents in G4 received more kinds of help from the family than any other group.	- Leaving out categories indicating that the child resisted help, the parents felt inadequate to help, little help was offered, and an inadequate answer was given in the question (Table 39), it was found that G2 parents gave the least help (3 responses), G1 and G4 the most help (7 and 8 responses respectively), with G3 giving 6 responses. - Most parent interviews were done with the mother. When responses were examined to see if both parents were mentioned in the helping process, there were none in Groups 1 and 2, one in Group 3, and 3 in Group 4. - This was also indicated in the parent interviews.

Table 49

PARENT/CHILD COMPARISONS

Q18. What have you read in the past year? (Student)

Q42. What sorts of books do you have at home? (Parent)

Student Findings	Parent Findings
• G4s reported a broader range of reading interests. • G4s outread other groups especially in novels, business, sports related items, and religious materials • G4s had the broadest range of reading material; G3s reported next broadest, then G2, and finally G1. • Groups 2, 3 and 4 read markedly more reference material than G1. • More G4s reported reading religious materials than other groups. • All groups read magazines.	• G4 parents also reported a much broader range of reading interests. • G2 and G3 parents outread other groups in novels. G4s outread other groups in nonfiction, fiction, westerns, mysteries, professional, travel, and paperbacks. Many G4 categories could probably be termed "novels." It seems these parents, like their children, tend to be more specific in their choices than other groups. • This was also true of parents. • Group 3 parents read more reference material (4 responses), G1 and G4 next (3 responses each), and G2 parents the least (1 response). • Only one (G1) parent reported reading religious material. • Overall, G4 parents subscribed (see Q7) to more periodicals with all other groups subscribing in descending order with G1 parents subscribing to the fewest.

Table 50

PARENT/CHILD COMPARISONS

Q28a. Who do you see as your most important childhood model?
(Student)

Q38. Specify the role you feel the following have played in ___'s
life. (Parent)

Student Findings	Parent Findings
• Question 28a was examined in order to find the number of students mentioning members of the family as childhood models. It was found that all G4 members mentioned at least one member of the family as a model, 3 (60%) G2 respondents mentioned family, 2 (40%) G3 members, and 1 (25%) G1 member mentioned family members as being childhood models.	• Question 38 was examined for the number of times parents mentioned family members as being models for their children. Group 3 parents mentioned 4 (80%); G1, 3 (75%); G2, 2 (50%); and G4, 2 (40%).

Table 51

PARENT/CHILD COMPARISONS

Q32c. Would you say that pressure has played a significant part in your life? yes no Explain. (Student)

Q38. Specify the role you feel the following have played in 's life. (Parent) (for the purposes of this comparison only results pertaining to pressure are included below)

Student Findings	Parent Findings
	• Parents were asked in Question 38 to rate what they perceived as the role of the 5 variables in their children's lives on a scale of 1 (meaning low significance) to 5 (meaning high significance). When these ratings were averaged, the following emerged as the averages for the variable "pressure."
• 50% of 21 said pressure had played a significant role in their lives.	• Group 1 rating average = 2.75
• 40% of 22 stated pressure had played a definite role in their lives with 60% indicating pressure had played some role.	• Group 2 rating average = 2.75
• 30% of 23 said pressure had played a significant role with one student stating "somewhat."	• Group 3 rating average = 2.8
• All 24 members stated pressure played a significant role.	• Group 4 rating average = 3.8

Table 51 Continued

PARENT/CHILD COMPARISONS

- * Only two respondents (one in G1 and one in G3) linked pressure to the family.

Parents were more likely to specify pressure as having a role in their children's lives than were the children themselves.

The responses to Q38 which recognized pressure as having a part in their son or daughter's life were as follows:

<u>Group</u>	<u>f</u>
1	50
2	50
3	60
4	100

Table 52

PARENT/CHILD COMPARISONS

Q35. What are your goals for the coming year? (Student)

Q46. What do you expect your child will be doing in the next five years? (Parent)

Student Findings	Parent Findings
+ A majority of the responses referred to employment/career goals.	+ This is true for parents also.
+ G1 responses were contained in the categories of family and/or marriage and employment/career.	+ No parents of G1 members mentioned marriage or family, and only 1 mentioned employment or career.
+ G4 had the most responses (3) in the category "education" with G2 and G3 each responding once in this category.	+ Only one parent in G4 mentioned education. Parents in groups 2 (3 responses), 3 (3 responses), and 4 (5 responses) mentioned employment and career.
+ G3 and G4 emphasized family and marriage over G1 and G2.	+ G4 parents emphasized family and marriage with G1 and G2 each having one response in that category.
+ G2 and G3 were the only groups mentioning self-actualization or self-improvement as goals for the coming year.	+ No parents mentioned these categories.
+ Only one respondent (G2) did not have a goal for the coming year.	+ Three parents, one each in Groups 1, 2, and 3, did not know what their children would be doing in the next five years. Also, 2 parents in G1 felt their children would be doing what they are at present.

Table 52 Continued

PARENT/CHILD COMPARISONS

- | | |
|---|--|
| + G1 had fewer goals (4 responses) than any other group. | + G1 parents saw less direction for their children than any other group. |
| + Group 2 (8 responses), 3 (9 responses), and 4 (9 responses) named approximately the same number of goals for the coming year. | + G4 was the only group which did not contain responses indicating the parent did not know what her child would be doing in the next five years. |